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DEMONSTRATION TECHNIQUES

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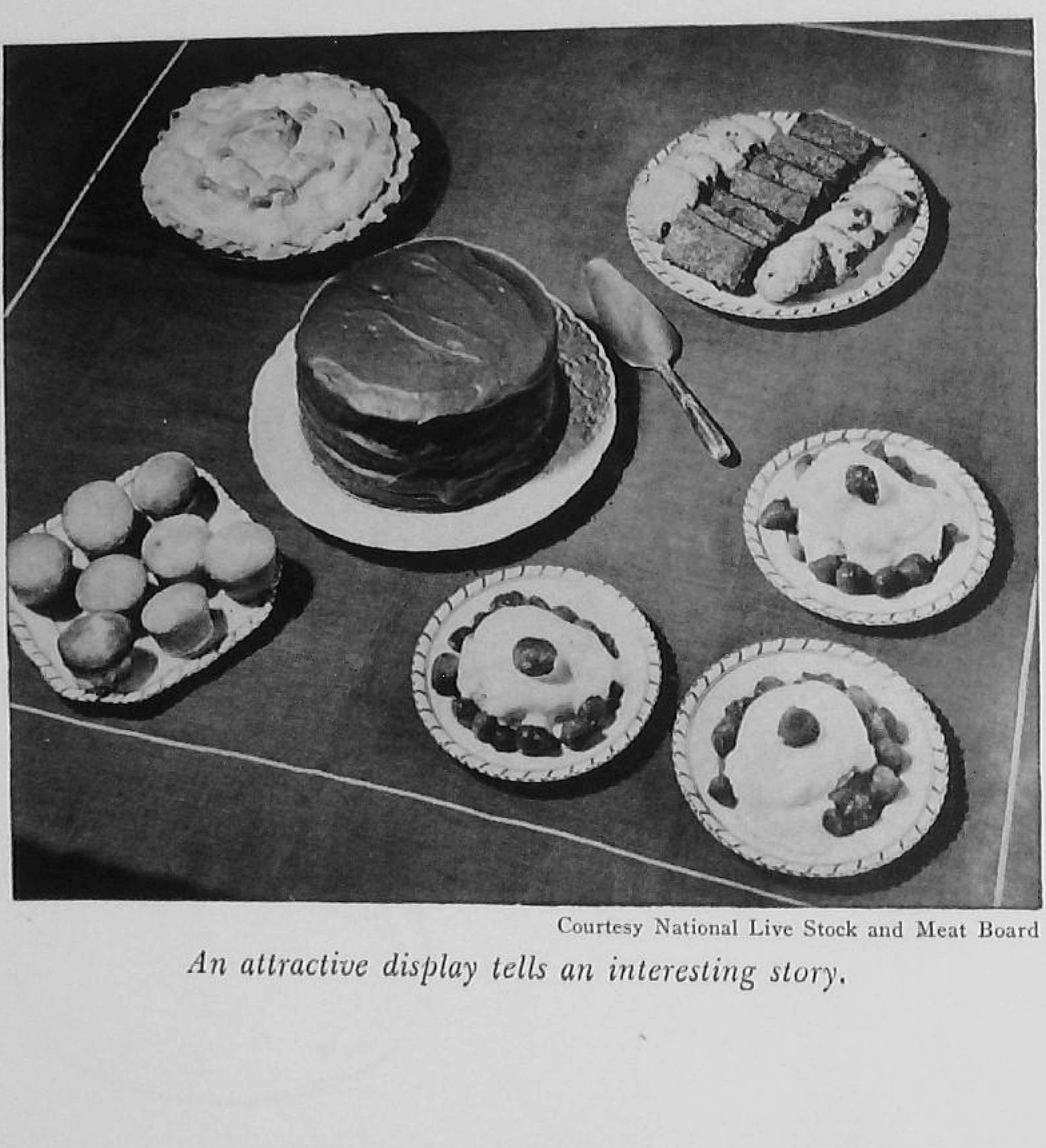

Courtesy National Live Stock and Meat Board

An attractive display tells an interesting story.

DEMONSTRATION TECHNIQUES

BY

MARY BROWN ALLGOOD

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The Pennsylvania State College

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To

MYRTLE L. WILSON

Madison College

MY TEACHER AND FRIEND

Preface

The need for a text to be used in the teaching of demonstration techniques on the college level has long been felt. This volume has been designed to fill that need.

This book is the result of a study made in fulfilling part of the requirements for a Master of Science degree at Iowa State College, and the author's experience gained during several years of work as a lecture-demonstrator in the commercial field.

Appreciation is expressed to Dr. Louise J. Peet, Head of Household Equipment Department, Iowa State College, for her help on the problem and the original writing.

The author also wishes to acknowledge help given by all home economists who answered questionnaires and contributed usable material. Time and suggestions given in personal conferences by the following home economists were very valuable and greatly appreciated: Miss Millicent Atkins, formerly with Irradiated Evaporated Milk Institute; Mrs. Leone Carroll, formerly with Jewel Tea Co.; Miss Marye Dahnke, Kraft Cheese Co.; Miss Karen Fladoes, Director Kelvinator Kitchen, Nash-Kelvinator Corporation; Miss Dorothy Gill, Libby, McNeal & Libby; Miss Eleanor Howe, Co-editor, "What's New in Home Economics"; Miss Clara Jahn, formerly with Edison General Electric Appliance Co.; Miss Esther Latzke, Armour & Co.; Miss Bernice Lowen, Edison General Electric Appliance Co.; Miss Jean McDougall, formerly with Household Finance Corp.; Miss Agnes Reasor, formerly with Swift & Co.; Miss Reba Staggs, National Live Stock & Meat Board; Miss Bernice Strawn, formerly Home Electrification Specialist, R.E.A.; Miss Laura Weilapp, formerly with National Live Stock & Meat Board; Miss Mary Wein, formerly with National Live Stock & Meat Board.

The final chapter is made possible by Marie Sellers, Margaret Davidson, Karen Fladoes, Elizabeth Woody, Esther Latzke, Marye Dahnke, Clara Gebhard Snyder, Beth Bailey McLean, Mary I. Barber, and Verna L. Miller. The author is indebted to all of them for their contributions.

Gratitude is expressed to those who made it possible to include illustrative and sample demonstration material.

MARY BROWN ALLGOOD

Foreword

The lecture-demonstration is undoubtedly the most effective method of presenting information to a group of people. It has been successfully used for many years by the teacher and extension worker to challenge the attention and make the learning process more interesting. It is also widely used at the present time by manufacturers and dealers in foods and household appliances to bring their specialty products to the consideration of the homemaker. The popularity of this method of imparting knowledge is attested by the large number of women who crowd to hear and see a lecture-demonstrator who has established a reputation for a clever presentation.

Techniques for conducting a successful lecture-demonstration may be acquired. To date, however, there is no adequate material which the demonstration student may use as a guide. To meet this need, the present volume has been prepared.

Mary Brown Allgood, with many years of experience as a home-service director of appliance and utility companies, is exceptionally well equipped to present this material. She has stated the fundamental principles of good lecture-demonstration technique so clearly and so simply that the student will not only understand but also learn to use them.

For the past three years this volume, in mimeographed form, has been used by the classes in demonstration at the Iowa State College with much satisfaction to both students and teacher. Extension workers, utility home-service directors, and students in college demonstration classes will find it a valuable source of information.

LOUISE J. PEET
Head, Household Equipment
Iowa State College

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DEMONSTRATION TECHNIQUES

CHAPTER 1

The Lecture-Demonstration

THE LECTURE-DEMONSTRATION is a means of presenting material, visually and audibly, to a selected group of people. The average person is much more impressed by "seeing" than by "hearing," but if the two are interestingly combined, the presentation makes a much more lasting impression, and creates a desire. The creating of a desire resulting in action along some line is the ultimate goal of any lecture-demonstration. To attain this goal the purpose of the demonstration must be clearly defined in the mind of the lecturer at all times. Flawless technique does not always mean a successful demonstration, but the importance of technique cannot be overlooked. The final success of the lecture-demonstration is measured by the results which it brings about in the attitudes of the people who hear and see it.

During the war era there was a change of emphasis in many lecture-demonstrations. Because manufacturers were not producing appliances for home use, the appliance and utility home economists had to change their approach. In most cases they joined with the home economists of the food companies to give homemakers needed information on nutrition and better food preparation. The use and care of existing equipment was, nevertheless, worked into their lectures. In this way commercial home economists rendered a definite service to the nation and at the same time built up good will for their respective companies. With the renewed production of home appliances, the typical equipment demonstration is coming back into its rightful place. But since the importance of the nutrition story has been established, it will always be woven into any lecture-demonstration dealing with food and food preparation.

The purpose of the lecture-demonstration is either promotional or educational, and frequently a combination of both. Demonstrations are usually classified as "equipment" or "foods," but they may take other forms. The material in the following chapters is limited to equipment and food demonstrations only.

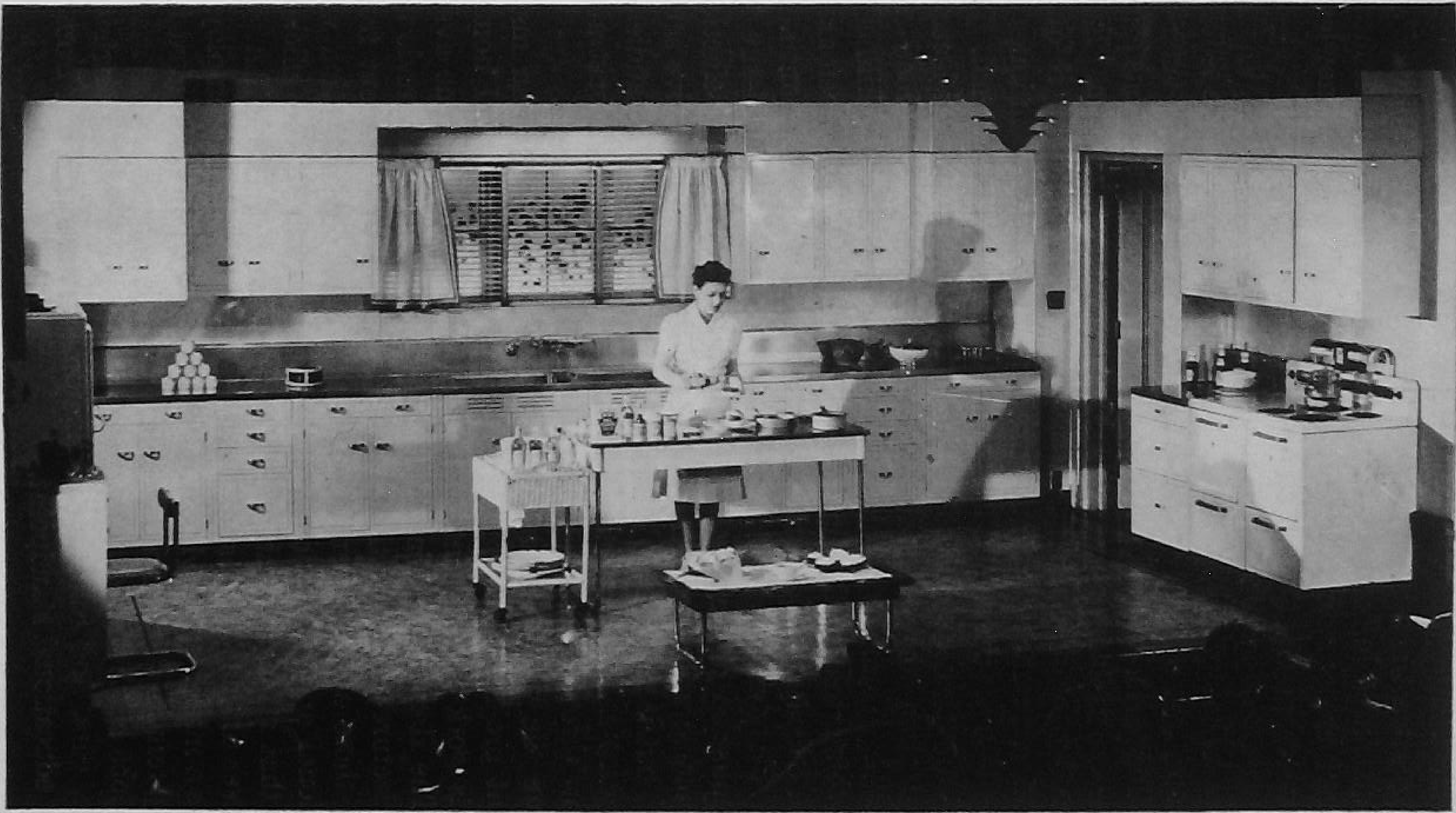
The commercial equipment lecture-demonstration may be conducted by the home economist employed by an appliance manufacturer, a distributor, or a dealer. This type of demonstration is promotional and educational, its purpose being to promote the sale of appliances and to educate the public in the proper use and care of equipment. Of necessity during the war period such lecture-demonstrations were entirely educational.

Another equipment type of demonstration is that conducted by a home economist of a utility company. If it is presented for a company that under normal conditions sells appliances as well as gas or electricity, the purpose of the lecture is twofold: to promote the sale of appliances and a greater use of the utility furnished, and to educate in the proper use of both equipment and utility. In any equipment demonstration, the equipment being promoted is of primary importance, and the preparation of the food chosen to show off the appliance becomes secondary. It must be remembered, however, that the appearance of the finished product will tell almost as much of a story as the lecture which accompanies the demonstration.

The home economist of the commercial food company is interested in promoting the sale of her particular products and in educating the homemaker in their proper use. In this type of lecture-demonstration pointing up the food is the lecturer's primary function; the equipment required for its preparation is secondary in importance but necessary as a means to an end.

The lecture-demonstration sponsored by a newspaper, usually called a cooking school, stresses both food and equipment with a promotional and educational purpose. It may be conducted by the home economist of any commercial company or of the newspaper in question. The newspaper cooking school has many ramifications and will not be considered here. The techniques of presentation, however, are the same as for any other lecture-demonstration.

The home economics teacher frequently employs the lecture-demonstration as a method of teaching. It may be used for classes in food preparation, equipment, clothing, child care, home nursing, furniture refinishing, slip-cover making, and other classes. In the lecture-demonstration the teacher presents the proper method of procedure for the desired results, points out new techniques she wishes to be developed, and sets up standards for the class and the individual. It is an accepted fact that the commercial demonstration is planned with many more flourishes than an educational



Courtesy H. J. Heinz Co.

Fig. 1. A commercial foods home economist promotes the sale of her company's products.

demonstration for a home economics class, for the attempt must be made to attract and hold the attention of a group of adults. The techniques used in both types are, however, basically the same, so that the home economics teacher should have a definite knowledge of these techniques to be used as a teaching method.

The extension specialist, the home demonstration agent, and the local leader comprise another group that makes use of the lecture-demonstration. Each of these workers is responsible in turn for presenting material to a specific group of people, and each has found the demonstration an excellent method of presentation. Even though the meeting conducted by the extension worker is quite different from the commercial demonstration, the techniques of presentation are the same. The purpose is wholly educational. The extension worker, like the home economics teacher, uses the lecture-demonstration for presentation of material other than food and equipment. Examples are clothing, furniture-refinishing, child care, or anything that will help raise the standards of homemaking through education. Educational demonstrations are like continued stories. They should leave students or women with the desire for a continuation of work rather than with completed satisfaction. The demonstration itself should be complete and should give satisfaction, but it should also stimulate the members of the audience to go home and attempt the things that have been demonstrated or follow through other suggestions that have been made.

Before the war the Rural Electrification Authority had made excellent progress in furnishing electricity to many rural homes, and this work will be continued as materials again become available. The Home Electrification Specialist of R.E.A. also made use of the lecture-demonstration, but her problem was different from any of those already mentioned. Her lecture-demonstration was educational and promotional, giving information in the efficient use of that intangible thing, electricity. Many of the R.E.A. cooperatives did not merchandise electrical appliances but employed them as a means of showing what electricity can do when used for cooking, refrigeration, laundry work, water-heating, as well as many of the jobs on the farm. Along with the promotion of electricity, the use, care, and selection of equipment were stressed from a strictly educational standpoint.

CHAPTER 2

Building a Good Foundation

IT WAS STATED earlier that the success of the lecture-demonstration depends entirely on the lecturer and her method of presentation. But before the lecture-demonstrator starts the training that will help to make her an interesting and successful lecturer, there are certain requirements she should be sure she can meet. Careful self examination as to her interest and adaptability is essential.

If you are a student with latent possibilities of becoming a good lecture-demonstrator you can help develop these possibilities by electing appropriate college courses. Since the lecturer must be able to "talk on her feet," courses in speech are essential. The more experience that is obtained early in the college career the easier it will be when the time comes to correlate action with speech. Experience in dramatics will be a great asset and will help to give needed poise. Remember that the lecture-demonstrator must look as though she "belonged" when she is on a platform or before a group, and poise is the thing that helps give this appearance.

A good background in clothing is essential from the standpoint of selection, suitability, and becomingness. You must be very careful of your grooming not only when on the platform, but at all times in public. The professional home economist has a definite place in her company and her community, and consequently is under observation at all times and must come up to expected standards of dress.

The lecture-demonstrator should have a working knowledge of the equipment, and the best way to attain this is by taking equipment courses. If you understand the mechanics of a range or a refrigerator, you will find it much easier to explain their proper use to the homemaker. Knowledge of the principles of equipment gained in a college course may be applied to any home appliance the home economist will be called upon to use. It is inexcusable for you as a lecturer to fumble because you are not sure of all of the features of the equipment and how it functions. Learning the fundamentals

early means one less technique to acquire when actual platform experience begins.

Art courses are helpful in enabling the lecturer to visualize food and color combinations. Some art background and a little imagination should help in planning a program that will result in interesting food combinations.

In order to have a knowledge of production and consumption from the standpoint of the manufacturer and of the homemaker, some work in economics is valuable.

Work in any courses that give experience in the presentation of material is advisable; journalism and photography are extremely helpful.

One of the big jobs of a commercial home economist is "getting along" with people. You must be able to take directions as well as give them. If you do not have a knack for working well with others, a course in business ethics may be helpful. But remember that there must be an aptitude and a liking for people to begin with, or all the college courses available will not make you a successful lecture-demonstrator.

The one criticism of home economics graduates made by many home economists is that they have not developed skills in food preparation. The officials of the average company hiring inexperienced home economists are not willing to have time and money spent on teaching a home economics graduate to cook. And since there is not sufficient time available to allow you to develop these skills in the foods laboratory, you are going to find it necessary to do something about it on your own time — and before you try to secure a commercial job. This will apply to teachers also. The theories of food preparation and a limited amount of technical work are given in foods classes, but to become a skillful worker much practice is needed. It is suggested that you take over the planning and preparation of the food for your family for the entire summer — or all the summers during the years you are in college. A week or two will not give sufficient practice. Learn the fundamentals of cookery, and practice them until confidence and ability are assured.

It has been said that "personality is the synthetic total impression which one characteristically makes on other persons."[1] Since the lecture-demonstrator is constantly in a position to make impressions on others, she must be sure that her personality is such

[1] Ruth S. and Jordan T. Cavan, *Building a Girl's Personality*, p. 19. New York: The Abingdon Press, 1932.

that these impressions will be pleasing. In the past, personality was regarded as the "gift of the gods," and a person either possessed or lacked it. Now it is realized that personality can be developed, because it is a combination of character, knowledge, experience, habits, emotions, impulses and controls. However, there must be some original capabilities "which probably include, in addition to obvious structural factors, sensory and motor capacities, intelligence, and some simple neural integration."[2] In observing lecture-demonstrators the writer has found that the ones who make the least pleasing impressions are those with a dictatorial attitude. The lecturer is in a position to be authoritative because she has a thorough knowledge of her subject, with facts and figures to back her statements, but an audience does not respond well to a didactic manner. Suggestions made in a pleasing and friendly manner will be accepted by the audience as valuable.

Optimum health is essential to one interested in the commercial field as a career. The lecture-demonstrator is constantly working under a strain, even though she may not be conscious of it. Split-second timing, performance of many different operations at the same time, and responsibility for the effect of the demonstration upon the audience are all conducive to mental strain. Long hours of standing, many hours of talking, and often much traveling are a considerable drain and it requires honest effort to maintain a good physical condition. It is obvious that the person with noticeable physical defects should not attempt the work of a lecture-demonstrator.

[2] James W. Bridges, *Personality, Many in One*, p. 187. Boston: The Stratford Co., 1932.

CHAPTER 3

The Lecture-Demonstrator

SINCE THE LECTURER is the center of interest in any demonstration, she should make a pleasing picture. Her appearance, voice, and manner may make the difference between the success or failure of a demonstration. Neatness and simplicity should be the keynote of a lecturer's appearance. To look right is to feel right! The person who feels properly dressed for the occasion will have poise and ease that will affect the demonstration favorably.

There is much difference of opinion as to the type of uniform or dress to be worn for conducting a demonstration; and the type selected may be a matter of personal preference or company policy. The long-sleeved, white uniform is preferred by many lecture-demonstrators. The colored dress or smock is used by some, although more often the latter is worn by extension and R.E.A. specialists than by food and appliance home economists. The white uniform may be silk, linen, or starched cotton, but whichever it is, it must be spotless and selected for becomingness. The uniform should be the proper length, depending on the individual's height, and it should be longer for platform wear than for floor level. The hemline must be even and the slip never allowed to show. A touch of color with a white uniform always adds interest. This effect may be secured by a colored handkerchief or touches of color in the background. Do not overdo the handkerchief idea by having it hang three-quarters out of the pocket! A much neater effect is obtained by having just the corners showing. When colored dresses or smocks are worn, care must be taken to select becoming colors, not too bright in intensity. Since the lecturer who travels never knows what the background color will be, her dresses must be of colors that will blend in with any curtain or backdrop.

Shoes are an important item in the lecture-demonstrator's appearance. They should have medium heels, and if white they must be spotless. Frequently, with colored dresses or smocks, dark shoes are worn. These also should be perfectly clean. Long hours of standing

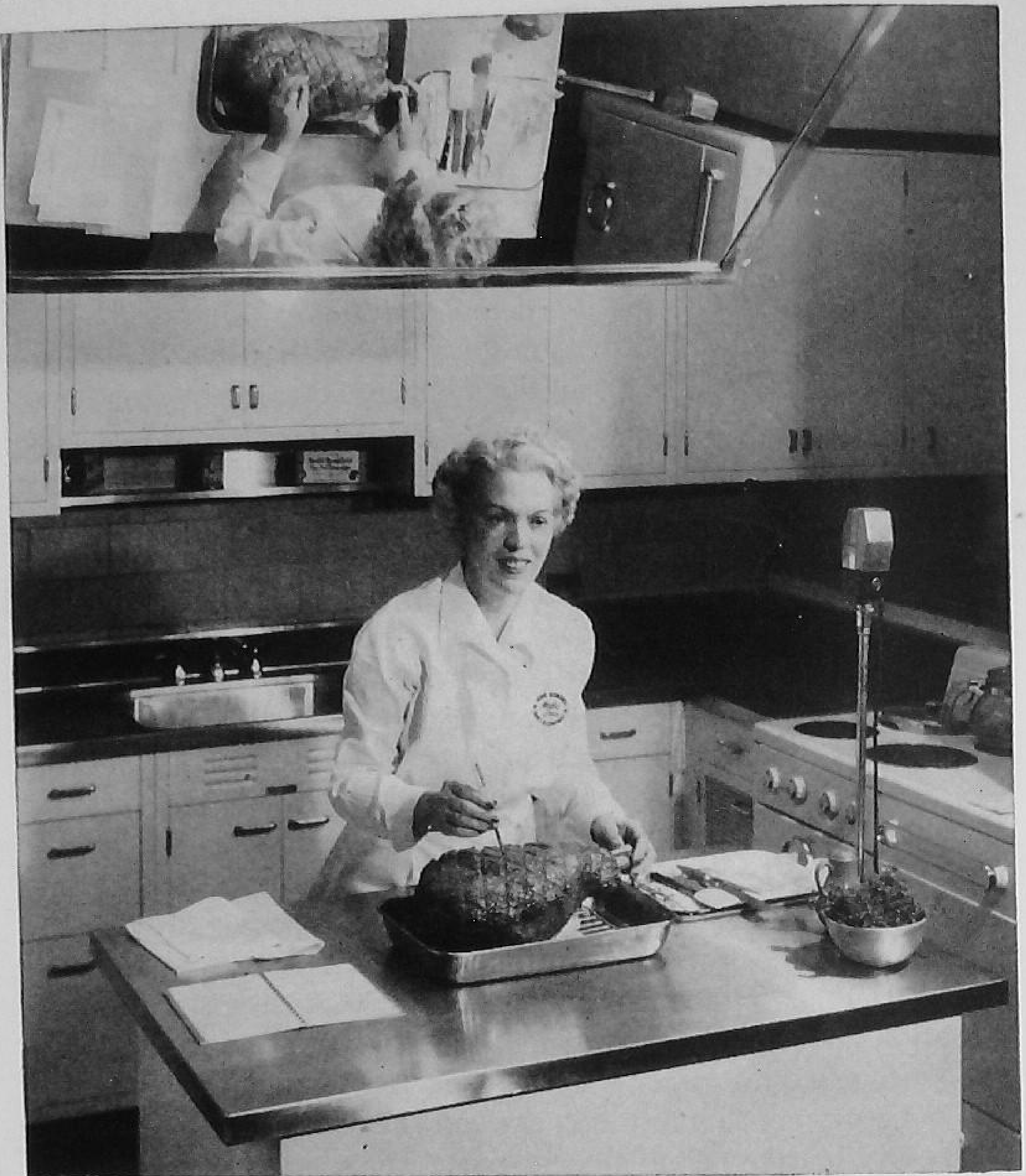
make some support for the feet necessary; this is obtained best in oxfords with medium heels. High heeled, toeless shoes have no place on the lecture platform.

The hair should be becomingly dressed, but in such a way that there are no flying ends. The use of a hair net is a matter of personal choice, but care should be taken to keep loose hairs from accidentally appearing in the food. No part of the hair or face should be touched during the demonstration.

Make-up and nail polish should be used with discretion. There are frequently homemakers in the audience who do not approve of red lips and red nails and who would immediately build up a dislike for the lecturer. Well-groomed hands are an asset to any lecturer, so have nails well manicured, and use light or medium shades of polish if desired. Flashy jewelry is out of place in the costume; however, a watch and an interesting ring are acceptable. Avoid earrings!

A low voice pleasingly modulated with the use of inflections to emphasize a point is much easier to listen to and much less tiresome than a voice that drones on in a monotone. A lecturer can best avoid strained and anxious tones by pitching the voice low and speaking clearly and without haste. A slow, direct, conversational tone is most effective, but it should not drag. The lecturer must be certain that she can be heard by everyone in the audience. If those in the back row can hear without straining, those in the front row will hear perfectly. The whole audience must be taken into the conversation, those on the sides as well as in the back and front. Many lecture-demonstrators have a tendency to pick out one person in the audience and talk to her, but when this is done there is danger of overlooking the rest of the audience. However, if it is easier for the beginner to talk to one person, she should pick someone in the center of the audience; this gives the appearance of including everyone. But the habit of actually including the whole audience by good eye-contact should be developed early.

Public speakers realize that they can be heard best from the front of the platform when directly facing the audience, but the lecture-demonstrator must develop the ability to be understood from any position on the platform. Frequently she must be at the range or refrigerator with her side to the audience, and since she should not stop talking during operations away from the center table, her enunciation and tone must be clear enough to reach the audience from these points. It takes an excellent actress of long



Courtesy Swift & Co.

Fig. 2. A standard microphone for broadcasting or a public address system is placed close to the work table. Note overhead mirror.

training to speak so that she can be understood when her back is turned to the audience. Equipment and illustrative material should always be arranged so that this is not necessary; but if the lecturer must turn her back for a minute to walk to a piece of equipment, she should cease talking until she has reached her destination and is again directly or partially facing the audience.

The public address system is used more and more by the lecture-demonstrator, but the proper use of a microphone requires practice.

Either the lapel microphone or several stationary microphones may be used for a demonstration. With the lapel microphone, the lecturer must be careful not to trip over the attached cord. Such an accident often causes confusion that will distract audience attention away from the demonstration. Where stationary microphones are placed in different positions on the platform, the lecturer must be sure that she is in proper range of one when speaking. It is therefore best to stop talking while moving from one position to another; otherwise the audience will lose part of what is said, and also perhaps be annoyed by the changes in the sound of the lecturer's voice. The demonstration should never be started without the lecture-demonstrator testing the microphones and having them adjusted to her voice and to the room. It is very disconcerting to start a lecture and suddenly realize that the audience is either not hearing or is deafened because of improper adjustment of the loud speaker. When the lecturer is expected to use a public address system, she should always be advised ahead of time so that her plans can be made accordingly. The public address system has pitfalls for the beginning lecture-demonstrator which familiarity and practice will overcome.

A buoyant charming manner, a relaxed attitude, and a friendly smile help the lecture-demonstrator to gain the confidence and cooperative attention of her audience. The audience must like the lecturer or this response will not be possible. A favorable response toward the lecturer will be transferred to the information given.

The lecture-demonstrator must display confidence in her manner of presentation. Such confidence comes only with adequate preparation for the demonstration. This preparation includes *knowledge of the subject and minute preliminary planning*, both of which are to be discussed in detail later.

Nothing is so contagious as vitality in a speaker. An audience always responds to a lecturer who is not afraid to move around or make gestures. The beginning lecture-demonstrator must practice gestures, be able to fit them to words, and make them attract and hold attention. Dramatization helps in putting across a point.

An attitude of humanness and personal warmth must be cultivated by the lecture-demonstrator to make the audience know that she is glad to be there and receives genuine pleasure in talking with them. A sense of humor is a great asset, and she should learn when and how to inject a few interesting stories into the presentation.

The demonstrator must be always conscious of her posture. She

Courtesy Armour & Co.

Fig. 3. A becoming uniform and excellent posture.

must not only walk erect, but she must stand erect when working at the demonstration table. The average person's tendency to bend over the work table detracts from the apparent ease of the demonstration and must be avoided. If the lecturer uses a work table of proper height, instead of one that is too low, the tendency to stoop can be overcome more easily. Since the space below the work table

is open, the lecturer should be careful always to stand with both feet flat on the floor, and not lean on the table with one hip thrown out of line. Erect posture is something that she must keep in mind constantly until it becomes a habit. Poor posture at the work table can ruin a presentation, since the attention of the audience will tend to be fastened on the lecturer's awkwardness and not on the lecture. The writer very painfully remembers watching a lecture-demonstrator icing a cake before an audience of 4,000 people. The cake was allowed to sit on the table during the whole operation, and with each added spoonful of icing the lecturer bent closer over the cake until finally her face was just about a foot above it. She gave the audience the insecure feeling that she might fall over at any minute, and consequently the trend of her words was lost. How much simpler it would have been if she had taken the cake on one hand while icing it with the other; then she would have been forced to stand erect to balance the cake.

Remember that the effectiveness of the lecture-demonstrator depends upon how well she can carry the audience with her in thought, which above all else means holding attention.

CHAPTER 4

Seven Prerequisites of a Good Lecture-Demonstration

THESE SEVEN PREREQUISITES must be kept in mind constantly if an interesting and successful demonstration is to be presented. For the beginning student, they will seem a great amount to remember at one time — and true they are! But each prerequisite fits into its own pigeonhole in the lecturer's mind, and with experience it becomes a routine part of the preparation for and presentation of each demonstration.

The prerequisites are listed in the order in which they are considered by a good lecture-demonstrator.

I. A thorough knowledge of the material to be presented.
II. A realization of the importance of having the best possible equipment for the job to be done, with each piece in its proper place.
III. A definite and accurate plan for equipment, program, and time.
IV. Preliminary preparation carried out to such a degree that the lecturer's mind is free for the presentation.
V. A clear-cut picture of the material and how it is to be presented.
VI. A planned display of finished products.
VII. A presentation of the demonstration as planned.

I. KNOWLEDGE

The lecture-demonstrator must have unlimited information in her field and be resourceful enough to use it when the need occurs. It is not easy or wise to try to bluff an audience by skimming the surface of facts. No product or idea can be effectively presented unless all the facts pertaining to that product or idea are known in such a way that they can be used in any situation. This information can be attained only through constant study and the use of the material after it is learned. Thorough knowledge of the product is of very little value unless the lecturer has confidence in the product

she is using — *she* must be sold on it before she can sell it to anyone else.

In presenting an equipment demonstration a lecturer must know all the salient features of all the pieces of equipment, their value, and their use. It will then be much easier to convince the audience that this equipment is what they need in order to do the best possible job in their homes. It is necessary also to have a background of knowledge of nutrition and food preparation. Regardless of the type of demonstration there are usually some questions pertaining to food which must be answered intelligently and in nontechnical terms. It must be remembered that the average homemaker has not had the technical training that the lecture-demonstrator has, and information must therefore be given in language that the homemaker will understand.

Prerequisite I: A thorough knowledge of the material to be presented.

II. Equipment

Equipment plays an important role in the preliminary planning and presentation of the lecture-demonstration. Major appliances such as the range and refrigerator and small electric and nonelectric equipment that are required for the average equipment or food demonstration will be included here.

One or two gas or electric ranges are used in a food or range demonstration. If the range is one that has not been used by the lecturer previously, it should be thoroughly tested by her or a service man after it is put in place and before the demonstration starts. Check the oven heating time and temperature, see that all electric units are in working order, and that all gas burners are properly adjusted. Be sure that the range is level and that oven shelves are properly placed for the particular foods to be cooked. If there is a light in the oven, or over the surface of the range, have the proper size bulb in each, and check the automatic oven timing device to be sure that it turns the oven on and off. Have the range spotlessly clean before the demonstration begins, and try to keep it that way. If the range has been loaned by a dealer or a utility company, be sure that it is thoroughly cleaned before it is returned. This thorough cleaning includes the drip tray, the pans under the electric units, the inside of the oven, the utility drawers, and the exterior surface.

A mechanical or ice refrigerator is usually required for a demon-

stration in which food is to be prepared or preserved. This requirement is especially true of demonstrations conducted for two or three consecutive days. If the refrigerator is gas or electric, be sure that all connections are made so that it will operate properly, and have it connected far enough in advance to have the cabinet cold before

Courtesy Spry Kitchen

Fig. 4. Proper equipment for a cake demonstration.

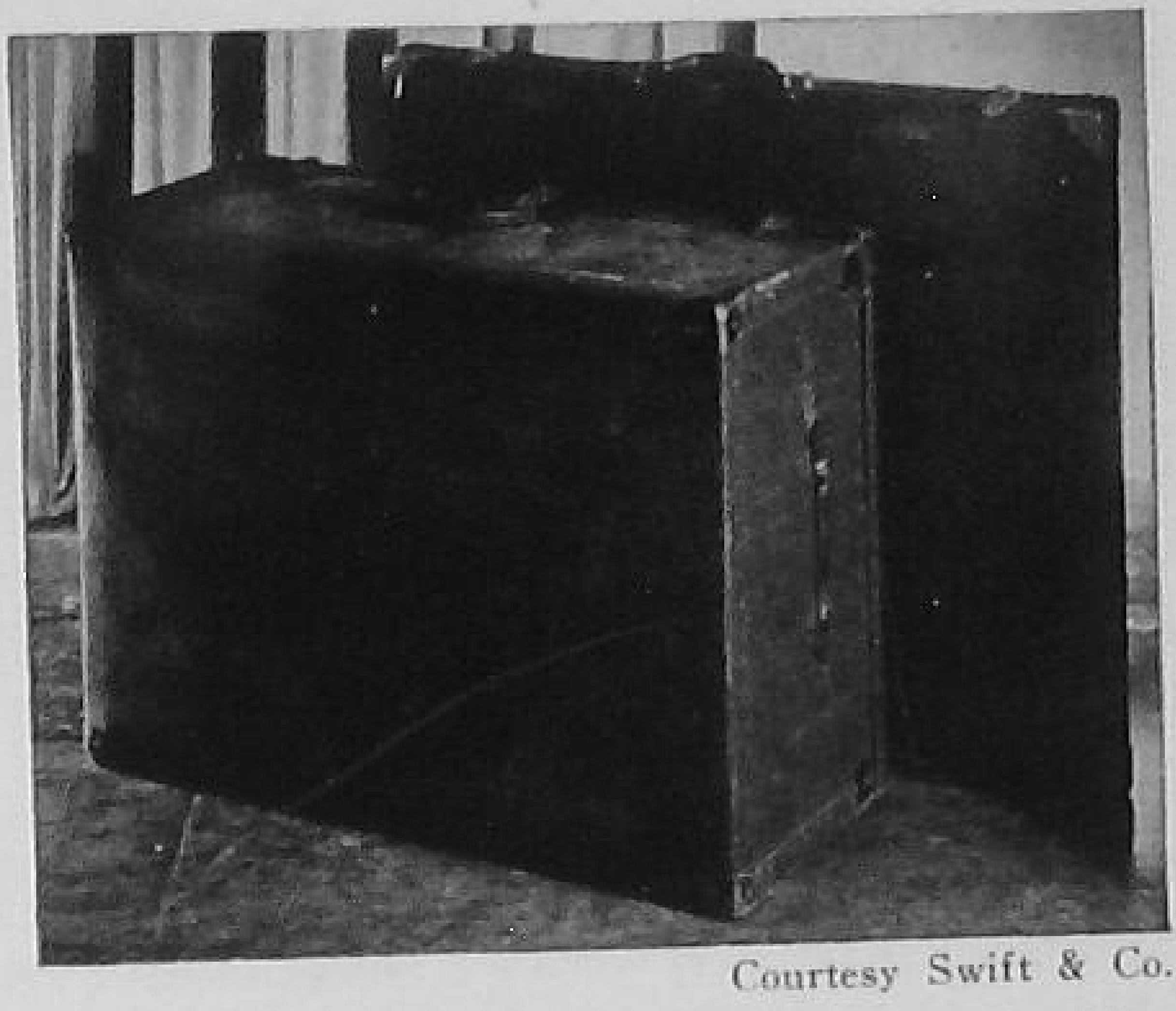
preparation for the demonstration begins. If it is an ice refrigerator, have it iced to capacity in advance, so that the cabinet will reach the desired low temperature. Be sure that the drain is entirely open, and make arrangements for collecting meltage. The same rules for cleanliness apply to the refrigerator as to the range.

The electric roaster, portable oven, or hotplate may be used as an auxiliary unit or for a demonstration where a range is not available or the wiring not adequate. The roaster and portable oven should be checked before the demonstration in the same manner as the oven of a range.

Because the electric mixer speeds up preparation, it should be used by the lecturer whenever possible. The mixer motor should

be oiled according to directions, and the beaters kept in proper adjustment with relation to the bowl. When an electric mixer is used on a table near a microphone, it is wise to place a felt pad under it to deaden the sound. An eighteen-foot extension cord should be included as part of the equipment since a convenience outlet is not always available.

The importance of small equipment cannot be stressed too strongly. Having the right tool in the right place at the right

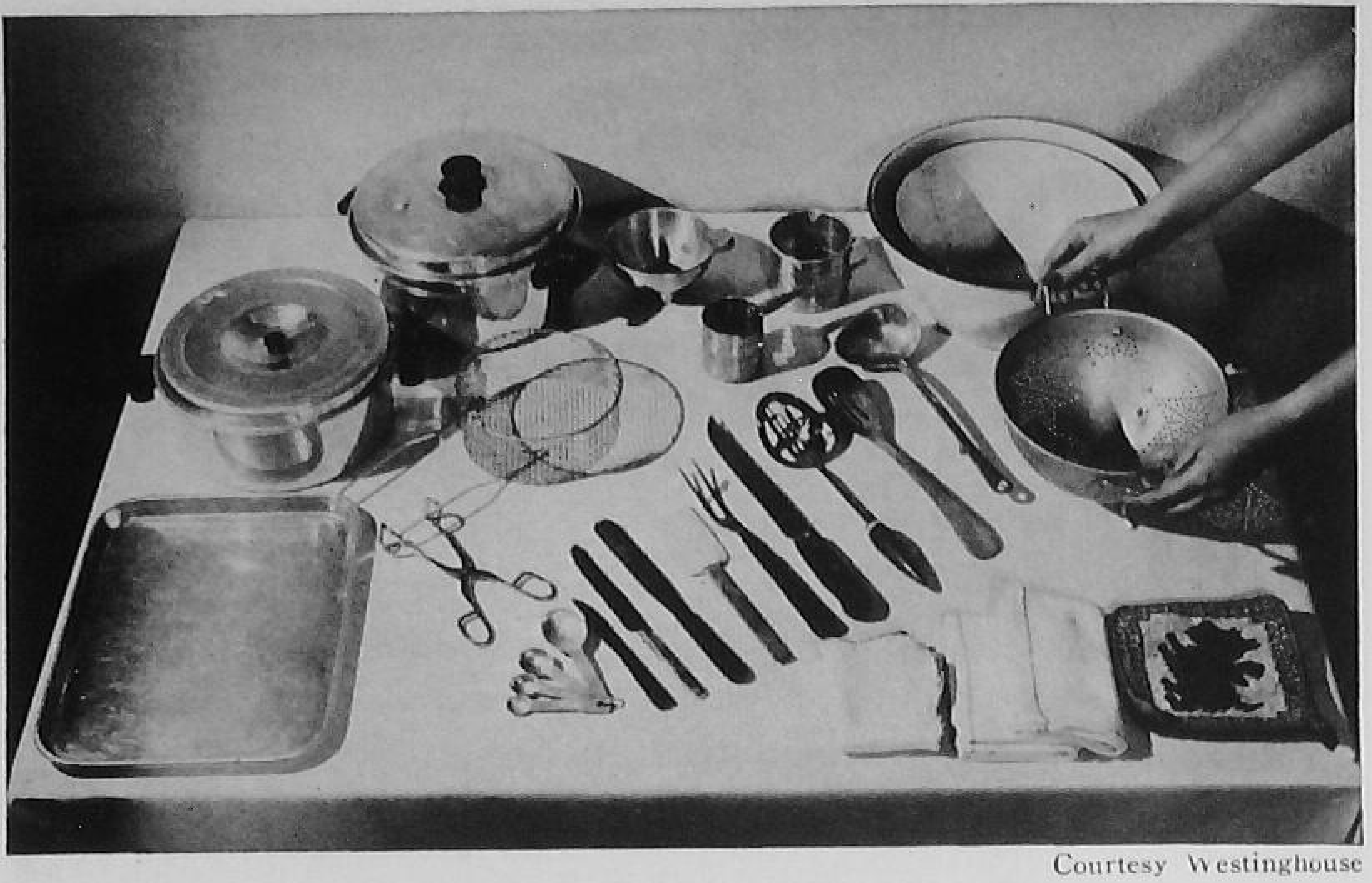


Courtesy Swift & Co.

Fig. 5. One type of case for carrying equipment and folding mirror for display purposes.

time may make the difference between a smooth demonstration and one that is punctuated with fumbles. Whenever possible the lecturer should have a kit of her own equipment because she is familiar with it and knows exactly which piece to use for each operation. The simplicity or elaborateness of a demonstration will determine the amount of small equipment needed, but the following equipment is suggested as average:

- 4–8 trays, each large enough to hold ingredients for one recipe
- 4–6 bowls, aluminum, enamel, glass, earthenware, varied sizes
- 2 skillets with covers, at least 8 inches in diameter
- 2–4 saucepans with covers, 1- to 3-quart size
- 4 cake pans, 8 or 9 inch, round or square
- 1 loaf cake pan, aluminum or pyrex
- 4 pyrex oven dishes, shapes to suit type of food prepared
- 1 utility pan for roasting
- 2 cookie sheets, 10 × 14 inches
- 2 muffin pans, 6 or 8 rings



Courtesy Westinghouse

Fig. 6. Necessary equipment for a canning demonstration.

Assorted cutlery

2–4	paring knives	2	table forks
1	butcher knife	2	long handle spoons
1	bread knife	1	long handle split spoon
1	vegetable knife	6	tablespoons
2	case knives	1	wooden spoon
1	spatula	3	teaspoons
2	long handle forks	1	pair scissors

1 cake turner

Miscellaneous

4–6	measuring cups, glass and aluminum	1	pitcher
		1	food chopper
3	sets measuring spoons	1	pastry blender
1	sifter	1	nut grinder
1	strainer	2	rubber scrapers
1	juice extractor	1	dish pan
1	rolling pin and cover	1	teakettle or hot water supply
1	pastry canvas	12	tea towels
1	rotary egg beater	6	dish cloths

6 hot pan holders

Here are suggestions that will help in selecting some of the necessary equipment for a good demonstration.

1. Trays should be of aluminum, enamel, or bakelite, about 20 × 12 inches, and easy to keep clean. If the equipment is to be

packed frequently, either aluminum, like the one in Figure 6, or bakelite is preferred.

2. Bowls for the traveling lecture-demonstrator should be aluminum and perhaps enamel if they are chip-proof and carefully packed. For the permanent kitchen, glass and colored pottery can be used; but be careful not to get them too heavy to be handled easily. The bowls should vary in size from 1 to 4 quarts. Figures 4, 6, and 10 all show good examples of bowls.

3. Covered skillets should be of aluminum, for they stay bright and are of lighter weight than iron. A good size is 8 to 9 inches in diameter and 2 to 3 inches deep. A steam vent in the cover is an advantage for some types of meat cookery. If the handle is bakelite the skillet can be put into the oven if necessary.

4. Saucepans may be aluminum, pyrex, or chip-proof enamel, and the covers should be tight-fitting. Sizes should vary from 1 to 3 quarts and should be 6 to 8 inches in diameter. The lug handle type in Figure 6 is good for both surface and oven cookery if the handles are bakelite. Its inclusion may cut down on the amount of other equipment needed. However, many people prefer the long handle saucepan for certain cooking processes. The sides should be straight and the bottom flat for most efficient use of fuel. When a double boiler is included in the equipment it can be used as a saucepan if the need occurs.

5. Aluminum layer cake pans, cookie sheets, and muffin pans hold up under constant use much better than those made of tin. The cake pans in Figure 4 are an excellent example. Cookie sheets should have very shallow sides, preferably ½ inch or less, with rounded corners that are easily cleaned.

6. Spatulas vary in size and shape, but they all have one characteristic in common — flexibility. It is best to have one in which the blade extends the entire length of the handle and is held in place by rivets. The one shown in Figure 4 is this type. Stainless steel is preferred, since a sharp cutting edge is not required.

7. Knives that are of stainless steel will stay bright and shiny, but will not always keep as sharp an edge as those that are not stainless. The tempering and grinding of knives affect the cutting edge as much as the carbon content in the steel. Since it is difficult to recognize good steel, it is best to buy knives manufactured by a reputable company. The blade or tong should extend well into the handle and be held by two or three rivets. The handle should feel comfortable in the hand and should be of natural wood finish rather

than painted. A medium-size utility knife is essential; add to this a butcher knife, a thin slicer, a carving knife, and two paring knives, and your cutting equipment will be adequate.

8. Figure 6 illustrates an acceptable type of long handle fork — the tines extend well into the handle and are riveted as are the knives. Natural finished wood handles are better than painted ones, for the paint usually washes or peels off.

9. Long-handle spoons may be of several types: lightweight aluminum with wooden handles, heavier all aluminum, or a good grade of tin with wooden handle. These have either solid or split bowls. There should be one of each type bowl in the list of necessary equipment.

10. Wooden spoons are very necessary, especially for use with aluminum bowls. They should be lightweight, of natural finished wood, and should have a handle that fits the hand comfortably. A shallow bowl, as shown in Figures 4 and 6, is more efficient than a deeper, rounded one. The bowl may be solid or split.

11. Measuring cups should be standard! A set of Mary Ann cups, as shown in Figure 4, is good for measuring dry and solid ingredients, but for liquids an aluminum, pyrex, or glass with edge above the full cup measure is best. The cup with straight wooden handle, as shown in Figure 6, sometimes has a tendency to tip over and should be used with discretion. Have plenty of measuring cups.

12. Measuring spoons are aluminum or plastic. The aluminum ones usually stand harder wear and can be put in boiling water. A set of four spoons hooked together is easy and convenient to use.

13. Sifters should be well constructed and easy to use. Fine wire screen sifts more thoroughly than coarse wire. The type in which the sifting is done by means of a spring on the handle is easy to use because the work is done by the same hand that holds the sifter, and the other hand is left free for other operations.

14. The rotary beater is probably the most used of any hand beater and should be selected for efficiency and comfort. The beater should have two sets of four blades each that revolve, and the blades need to have thin cutting edges. A metal bar at the bottom of the blades makes it possible to hold the beater rigid in the bowl while the blades rotate. The handle should fit the hand. Be certain that there is enough clearance so that the knuckles do not come in contact with the cogwheel.

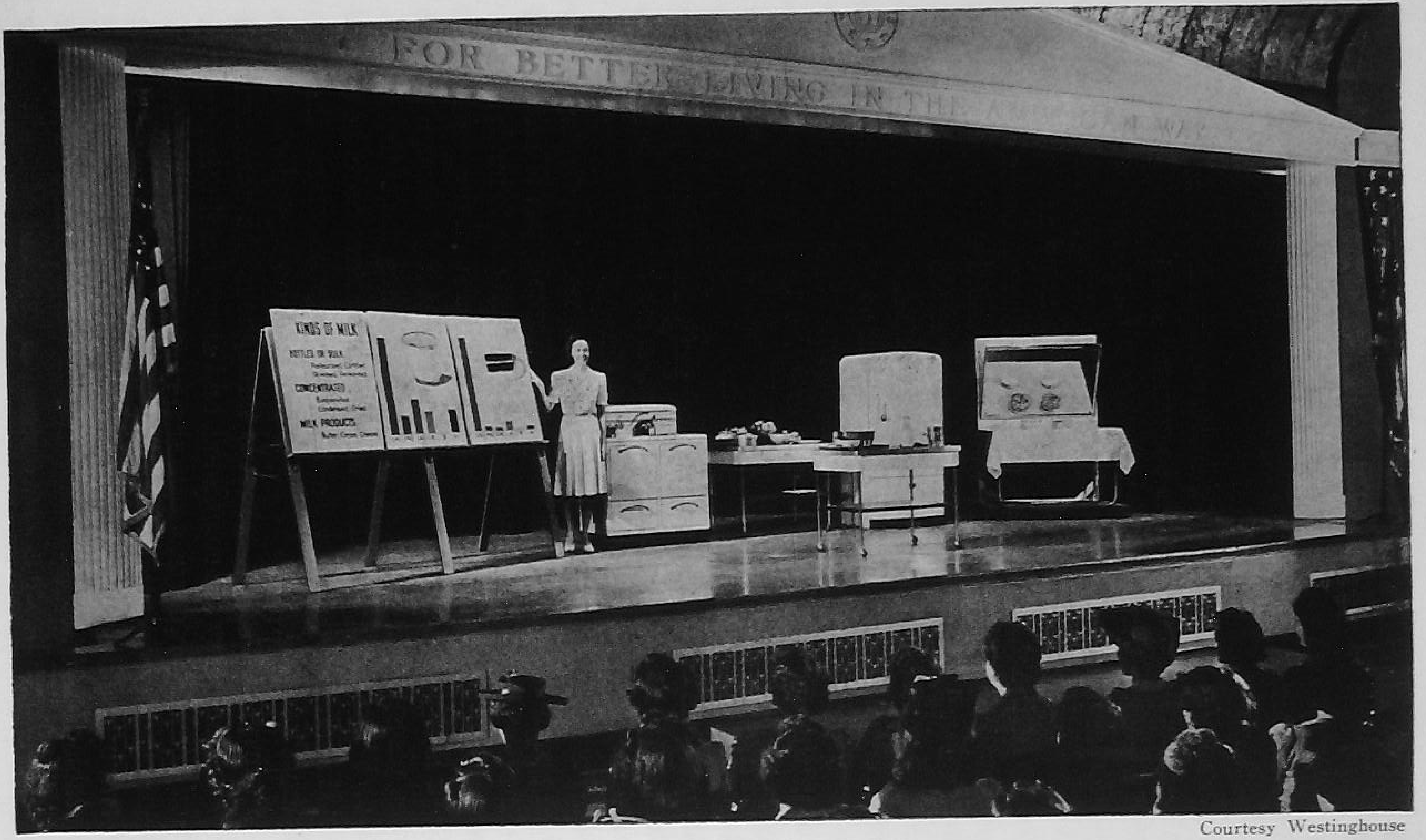
A trunk is best for packing the equipment if the lecturer gives

demonstrations in different places. Pieces of outing flannel should be kept for wrapping articles that will break or scratch easily. If all demonstrations are given in a kitchen fitted for the purpose, then all equipment will have regular storage places just as in any home kitchen.

In arranging a stage for a lecture-demonstration, the lecturer should place the equipment to be stressed so that nothing obstructs it from the view of the audience. For a food demonstration with no particular emphasis on equipment, the lecturer can arrange her appliances for her convenience, bearing in mind at the same time the effect of their appearance on the audience. Sufficient storage space must be provided on the stage for small equipment and ingredients for recipes. A kitchen cabinet or several tables will usually suffice. Such storage space is especially necessary when the demonstration is conducted without an assistant. The demonstration table is placed in the center front of the stage and will vary in size with the needs of the lecturer and the type of demonstration given. From one to four tables may be used, depending on the type of demonstration.

Cabinets may be used as part of the background equipment. These can be a single kitchen cabinet, a set of three cabinets, or wall and base cabinets built around a sink.

A mirror is an important piece of equipment for displaying the finished products of the demonstration. Three types of mirrors are used: one is about 14 × 18 inches, a convenient size to hold; another is constructed so that it can be placed on a revolving table; and the third is a very large mirror on standards high enough so that it can be placed right over the work table during the entire demonstration. When using the hand mirror the lecturer must be careful to hold it at the proper angle so that the audience can see the food, and it must be moved to give those on the sides a good view. This type of mirror is used at intervals throughout the demonstration to show foods as they are completed, and always at the end to show all of the finished products, unless there are other means of displaying them. The second type of mirror on a revolving table is used at the end of the demonstration, at which time each food is placed on the table separately and displayed to the audience. The third type affords the audience a view of every movement of the lecturer in the preparation of the food as well as the finished products. In an equipment demonstration where the range is stressed, the standard mirror is often placed over the range so that the audience may



Courtesy Westinghouse

Fig. 7. A typical stage set-up for a combination equipment and food demonstration. Note mirror over display table.

get a better view of the surface of the range and the foods cooked there.

The following stage arrangement is suggested by the Home Economics Department of the Frigidaire Division of General Motors, Inc., for an equipment demonstration in which two electric ranges and one refrigerator are used.

Placing the tables behind the ranges conceals them from the audience and gives additional storage space. If just one range is

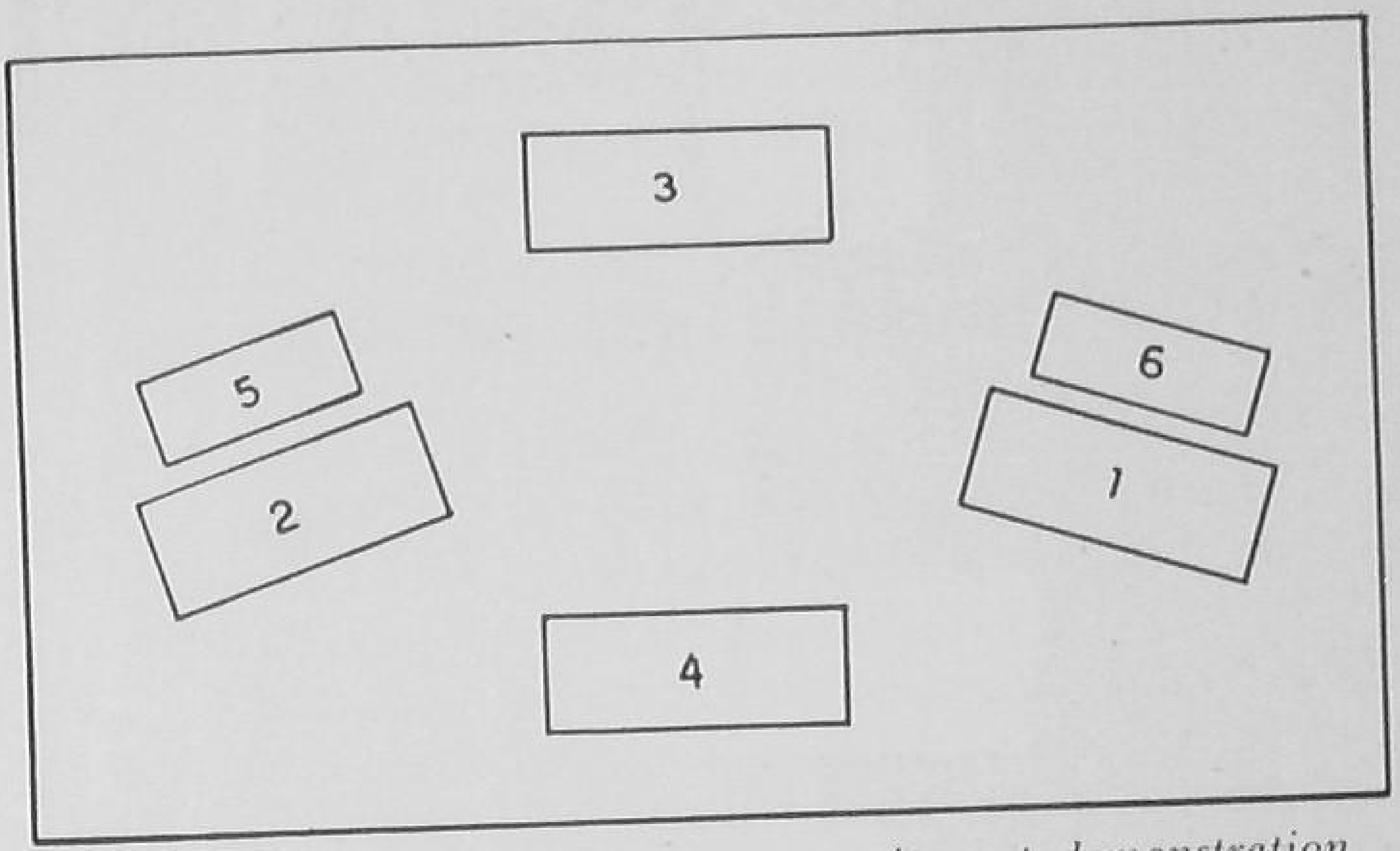


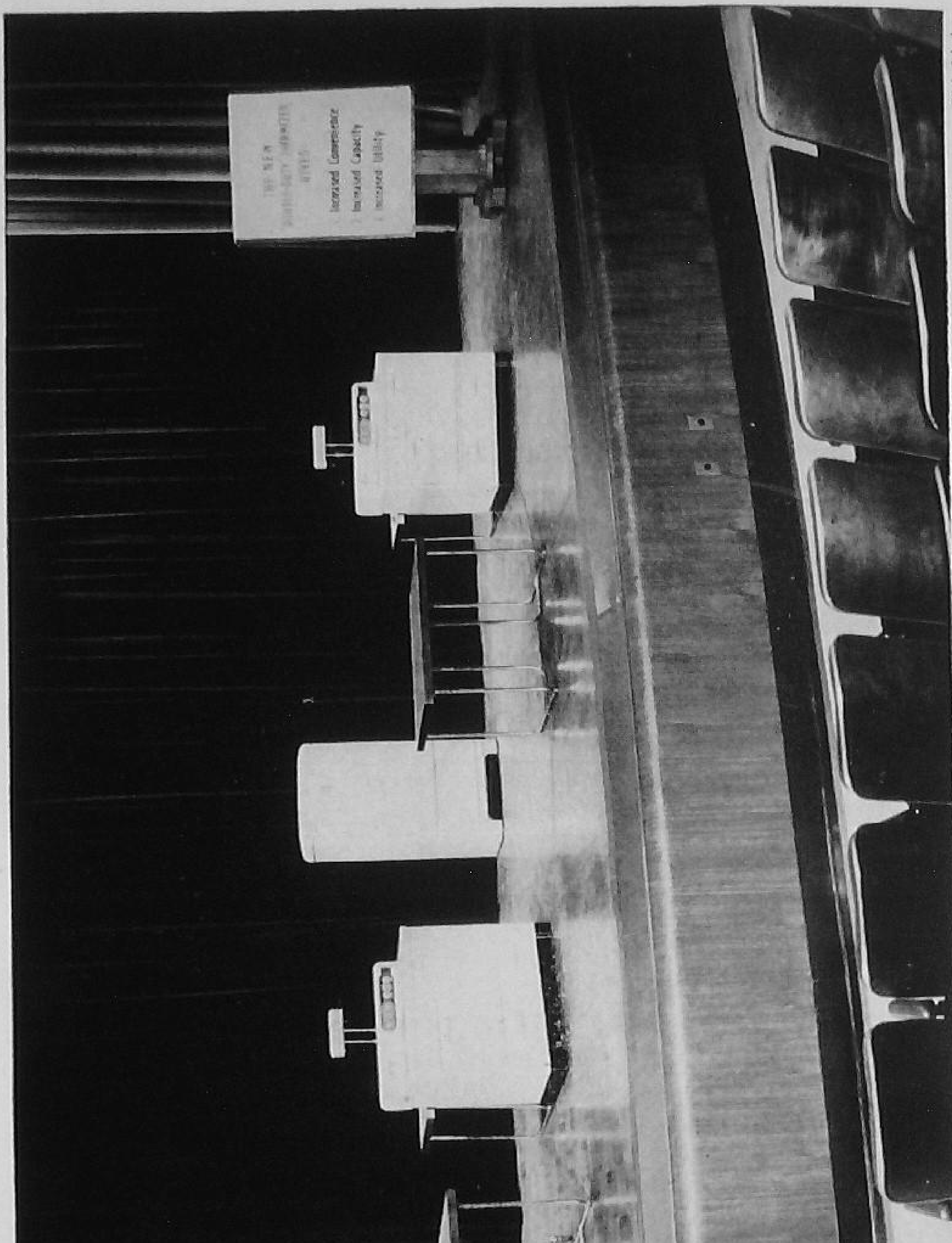
Fig. 8. Stage arrangement for an equipment demonstration.

1. Range – down stage left
2. Range – down stage right
3. Refrigerator – back stage center
4. Work table – approximately 36″ × 40″ down stage center
5. Work table – approximately 36″ × 40″ behind range
6. Work table – approximately 36″ × 40″ behind range

used, the refrigerator can take the place of range number two and a cabinet can be used to fill up the space in the background.

The equipment should be placed close enough to the center table so that the lecturer need not do too much walking back and forth, and yet far enough from either side of the table so that all parts of it are clearly visible from the audience. A full view is best obtained when the major equipment is placed at an angle to the front of the stage rather than parallel with it.

Prerequisite II: To realize the importance of having the best possible equipment for the job to be done, with each piece in its proper place.



Courtesy Frigidaire

Fig. 9. Stage arrangement for an equipment demonstration corresponding to line drawing in Fig. 8.

III. Detailed Planning

If any prerequisite is more important than any other, it is this one. Detailed planning is absolutely necessary before any presentation can be given, and is frequently the determining factor in a good demonstration. Each home economist has her individual method of planning, but the end results are all the same — a perfectly planned program carried to completion without a hitch.

The writer has tried to select the best points from the available material as possible suggestions for planning and conducting an equipment or food lecture-demonstration.

1. If possible know the type of audience for which the demonstration will be conducted.
2. Know the length of time to be covered by the demonstration.
3. Plan a program that will suit the audience and require exactly the amount of time allotted. Try all recipes before including them in a plan.
4. Make a time plan for the actual cooking to be done.
5. Make definite plans for the use of an assistant, if one is to be available, or a maid to help with preparation and cleaning up, or both.
6. Make a complete grocery order to be sure all foods are available and on hand at the required time.
7. Make workable plans for the preliminary preparation.

Point number one, the audience, and point number two, the time, will of course determine the program to be planned. For example, with an audience composed largely of inexperienced brides, the lecturer will have to go more into detail regarding the fundamental principles of cookery than with an audience of experienced homemakers. For a group of business women the emphasis will be put on "short cuts" and easily prepared meals that can be done quickly after working hours. A demonstration that is to take one hour will call for foods different from those used in the two-hour demonstration. Or perhaps more preliminary preparation will be needed, with just the finishing touches to be put on during the hour. All recipes should be tested before being included in a plan, so that there will be no doubt as to the length of time required to cook each food.

The beginner frequently makes the mistake of not planning enough to cover the allotted time. She then finds herself fumbling in an effort to find something to say to fill the time while the food finishes cooking. The effect is obvious. The program should be

planned as carefully as a radio performance — time it accurately so that the exact time needed for each part of the program is definitely known. The lecturer must be sure that each food is allowed ample cooking time. Do not plan foods that cannot be completed by the end of the demonstration. To make apologies because the foods are not thoroughly cooked is considered bad technique. And this could easily happen if a meat demonstration was planned for much less than two hours, unless a good part of the cooking was started before the demonstration began. The chart on page 27 is a time schedule that was used for an hour's Spry demonstration which included:

Favorite Cake with Quick Butterscotch Frosting	Lacy Top Fruit Pie
Fried Chicken	Doughnuts
	Fresh Corn Bread

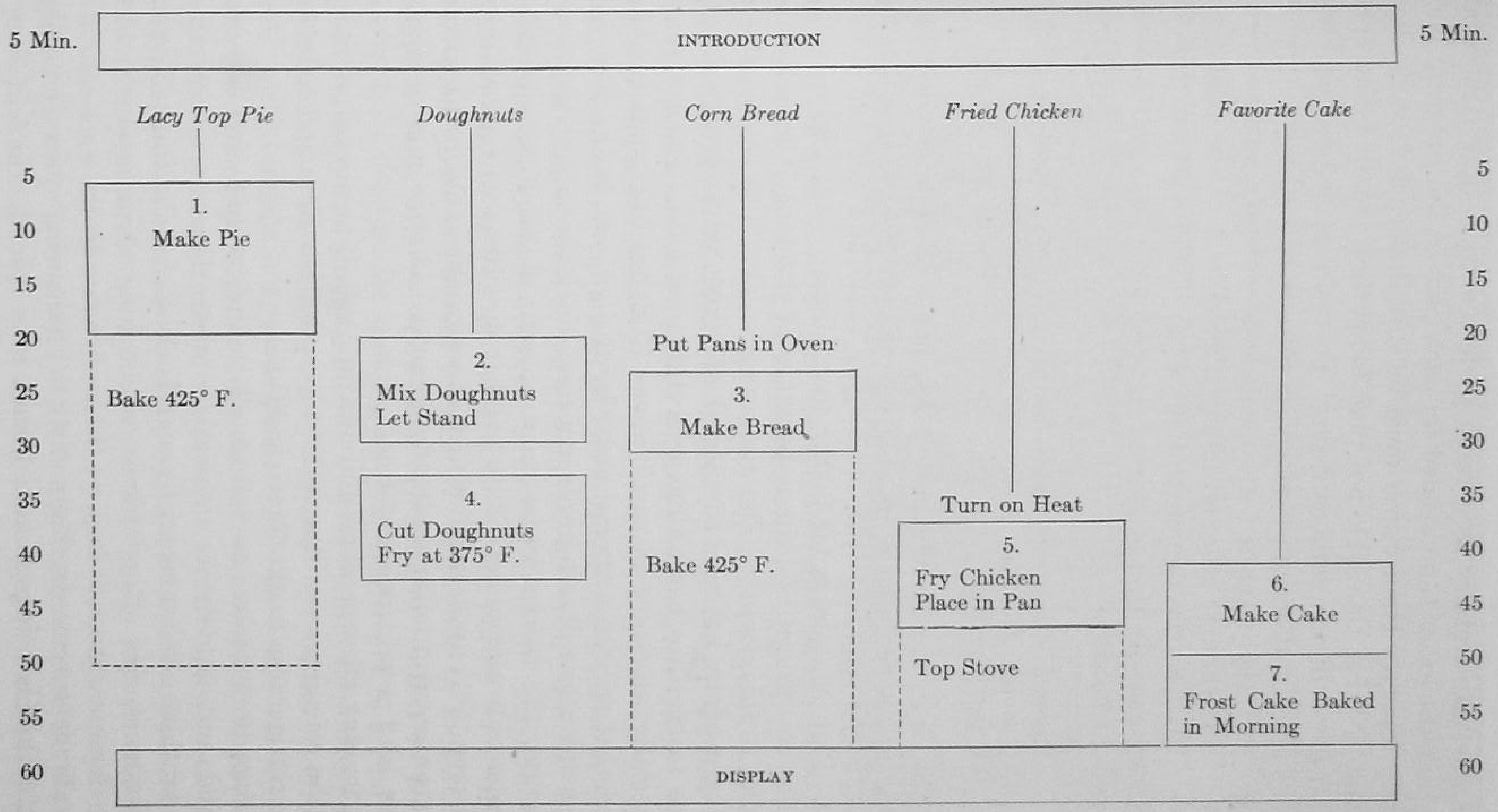
The chart is self-explanatory and is an example of what can be done by the beginner in making sure that all the foods will be completed and ready for display at the proper time.

There is some difference of opinion about the use of an assistant, but one is usually preferred when a demonstration is conducted in a large theatre or on a platform where without the assistant a lot of walking around on the part of the lecturer would be necessary. Some home economists want the assistants to remain on the stage during the entire demonstration. That means arranging equipment so that used pans and dishes can be moved to the back of the stage and taken off after the demonstration is completed. Others want the assistant to bring prepared trays from backstage and remove soiled ones during the demonstration, as well as to take care of all operations at the range. Whichever method is used, the assistant must be trained in advance, must know exactly what is expected of her, and must have a time schedule the same as the lecturer. One authority prefers to have "the demonstration conducted single-handed because the presence of an assistant in uniform tends to create the impression that the process is too difficult for a busy woman to attempt, or else you (the lecturer) are not a very competent person."[3]

Prerequisite III: To plan definitely and accurately equipment, program, and timing.

[3] Miriam Birdseye, *Building a Lecture Demonstration,* United States Department of Agriculture, Extension Service, Office of Co-operative Extension Work. Washington, D. C. Mimeographed 184–SRS.

TIMING SCHEDULE



Courtesy of Lever Brothers Company, Home Economics Department

IV. Preliminary Preparation

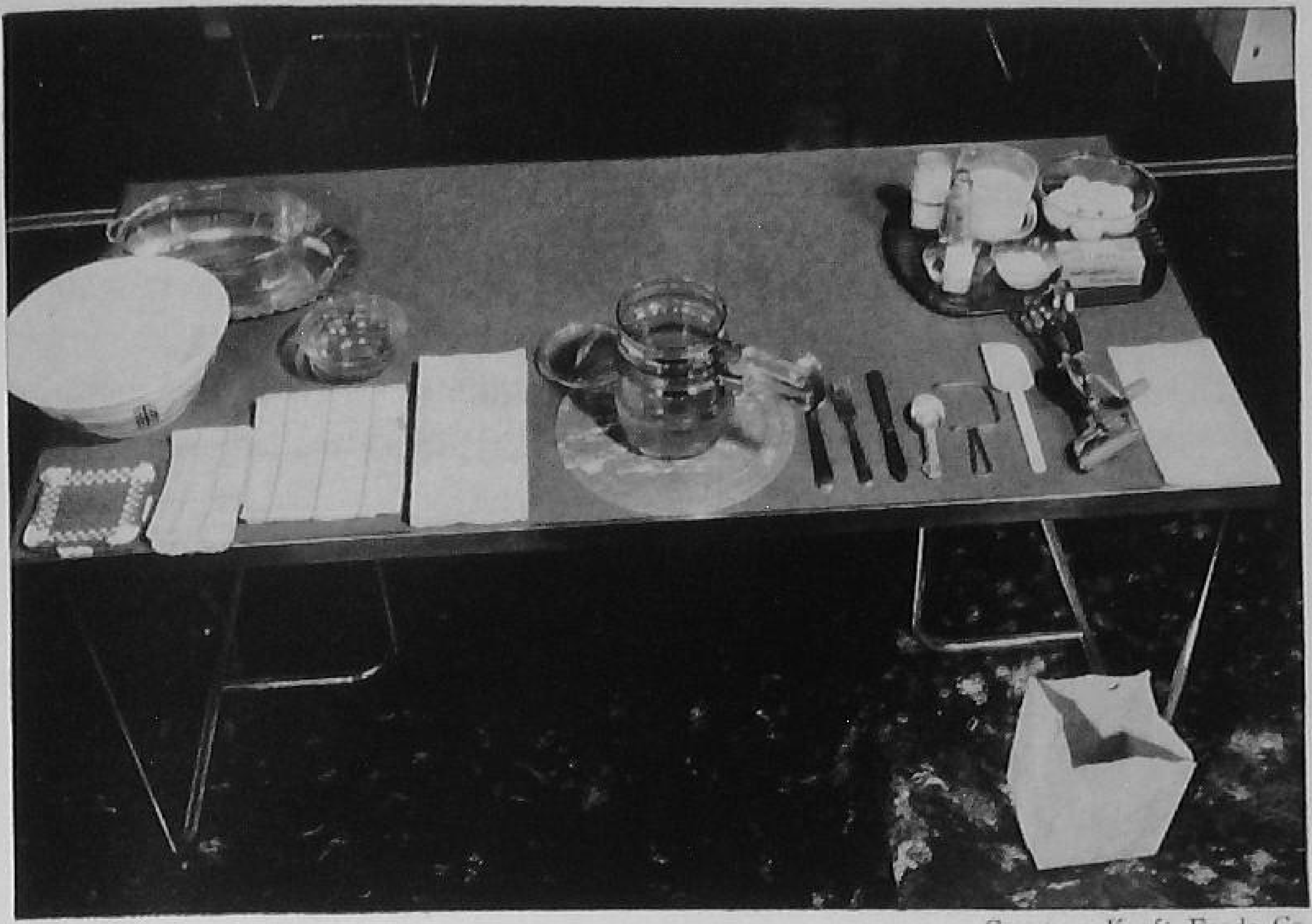
Preliminary preparation will require from thirty minutes to one and one half days, depending on the simplicity or elaborateness of the demonstration. The average time is usually two to four hours. The following points must be taken care of during this preliminary preparation:

1. Have equipment in place and checked.
2. See that all food is at place of demonstration at the time needed.
3. Clean all vegetables and unwrap all meats before storing in the refrigerator.
4. Pare all vegetables to be used, and measure all ingredients.
5. Prepare tray setups.
6. Prepare garnishes.
7. Prepare foods that cannot be cooked during the demonstration.
8. Make arrangements for display table and necessary dishes.
9. Plan containers for taking food home.

The equipment and the importance of checking it was discussed earlier in this chapter. The market order should be made after the entire program has been completed, and given to the grocer in ample time to be sure that he has everything on hand. Such a plan is especially necessary in small towns if slightly unusual foods are used that require a special order by the grocer. If the lecturer is traveling and will not arrive in a town until the day of the demonstration, the market order must be sent ahead to the person in charge of arrangements, with explicit directions as to the time of delivery. Whenever possible, it is of course desirable for the demonstrator to select foods personally, in order to insure quality, appearance, and correct delivery time.

Cleaning all vegetables and unwrapping all meats before storing in the refrigerator will save later preparation time and help keep the refrigerator in excellent condition.

Since homemakers are not usually interested in seeing vegetables pared and ingredients measured, unless they are inexperienced cooks, these operations are frequently done ahead of time. However, some measuring of ingredients can be done advantageously during the demonstration to impress the audience with the necessity of accurate measurements. Frequently the measuring of a specific ingredient that is being promoted, such as a special brand of flour or



Courtesy Kraft Foods Co.

Fig. 10. Work table prepared for food demonstration using tray method for ingredients.

shortening, is done before the audience. During the measuring the lecturer will have an opportunity to give the audience points concerning that particular food.

When trays are used they are set up during the preliminary preparation and may be used with or without an assistant. In this type of presentation there is a tray for each recipe. On the tray are placed all the measured ingredients for the recipe, the dry ones in wax paper and the liquid ones in suitable containers, and the necessary tools for mixing or preparing. If the tray is large enough it will also hold the pan for cooking, or dish for serving a food that requires no cooking. In this way everything for a recipe is brought to the demonstration table at one time, and the audience is impressed with the apparent ease of preparation. Reminder cards may be used to advantage with the tray method, especially by beginners — small index cards will answer the purpose. A card for each utility tray can have listed on it the food to be prepared and the ingredients and tools needed, so that either the assistant or the lecturer can tell at a glance what a particular tray is to be used for and if everything necessary is on it. Trays used for the final arrangement of the foods to be displayed can also have cards. Each tray should hold the

platter or dish required for display of one food, the garnish, and the tools. The card on this tray lists the food it is to be used for, the tools needed, and a sketch of the finished product and garnish. After a suitable garnish has been worked out for a particular food, the sketch helps the lecturer set up the correct display without having to depend on her memory. This plan can be used whether she is working alone or with an assistant.

There are many times when the lecture-demonstrator works alone and can present a perfectly smooth demonstration without the use of trays. This can be done only when the major equipment is placed reasonably close together, the range not more than five feet from the demonstration table on one side, and the refrigerator on the other, with a cabinet or tables in between at the back of the lecturer. The ingredients for each food to be prepared must be measured and arranged together in order, either in the refrigerator or on the tables, so that they may be taken to the demonstration table easily and with a minimum of steps. This type of demonstration is representative of the home kitchen situation, in which the homemaker works alone and gets together ingredients as needed. The chief difference lies in the fact that the lecturer's ingredients are all measured and ready to mix, which makes for greater ease and a saving of time. Since there are many situations in which lecture-demonstrators have to work alone, the beginner should acquaint herself with this type of presentation and not depend entirely on an assistant to supply trays when needed.

Some home economists pay much more attention to garnishes than do others. When they are used they should be simple ones that the busy homemaker can prepare easily and quickly. Well-prepared food served in attractive, suitable dishes is often interesting enough without a garnish. But when radishes, parsley, and carrot curls are to be used, they should be prepared before the demonstration and allowed to get crisp in the refrigerator. If garnishing is a part of the demonstration, take time to show the preparation of only one type of garnish, have the others ready, and finish the operation quickly and with ease. Frequently the foods are garnished backstage by the assistant or maid and brought out for display.

There are always some foods to be prepared before the demonstration starts. If a cake is to be baked and iced during the demonstration, it is best to bake one cake ahead of time; one can then be prepared before the audience, its baking started, and the cold cake

iced. In that way the audience sees the whole operation, but the demonstrator does not have to ice a hot cake. If ice cream is to be made in the mechanical refrigerator, one tray should be made and frozen beforehand, so that the finished product can be shown after the same recipe has been prepared before the audience. When an oven meal is to be a part of the program, it is frequently started before the demonstration begins and timed to be brought out at a suitable point during the lecture. If meat is emphasized in the demonstration, a roast will probably be in the oven as the main part of this meal. There should be a second roast on hand to show the audience how it looks before roasting, and to enable the lecturer to give hints on proper roasting methods.

A part of the preliminary preparation is arranging for the proper kind of display table to show the food at the end of the demonstration. It is necessary to provide dishes or trays for each item, as well as for table decoration if they are desired.

Frequently, the foods prepared are used as prizes and given at the close of the demonstration. If this practice is followed, the lecturer must see that containers are available for the food. It has been found that quart size ice cream containers and heavy paper plates are adequate; wax paper and heavy paper are used for the wrapping. Be sure that plenty of these supplies are on hand.

Prerequisite IV: To have preliminary preparations carried out to such a degree that the lecturer's mind is free for the presentation.

V. Material

The lecture-demonstrator must have clearly in mind the subject matter to be presented. The best way for the beginner to be sure of her material is to outline it. Howard Berolzheimer, formerly on the faculty of Northwestern University suggests that the outline for a lecture accompanying a demonstration be set up as follows:

I. *Introduction*
  A. Should do three things
    1. Get attention
    2. Get audience favorably disposed toward the speaker
    3. Unfold the major purpose and idea of the lecture proper so that the audience will want to listen to it

II. *Body of lecture*
  A. Length and organization depends upon response wanted from the audience
    1. To understand a subject

2. To accept a belief
3. To act — buy

B. All three purposes are frequently combined

C. Lecture must be clearly organized

1. Points covered one at a time and completely exhausted before moving to the next point
2. Not so much covered so that audience becomes confused

III. *Conclusion*

A. Summarize the major headings

1. This should be short — never more than two or three minutes

The lecturer should continue to make and use an outline until she is absolutely certain that all of the required material is being presented.

Many lecture-demonstrators with years of experience use notes; for the beginner they are especially necessary. Notes act as a "crutch" if the lecturer forgets what she intends to say. Several different types follow:

1. The outstanding points to be discussed written on the recipe sheet.

2. The special items to be covered during the preparation of each food written on a card placed on the tray that hold the ingredients for the food.

3. The skeleton outline written in a spiral notebook which lies flat and can be easily turned. If this is used, promotional material can be pasted in the book and used as a reminder or filler when additional subject matter is needed.

4. In conducting an electric range demonstration the author found it helpful to list on the recipe sheet the ten advantages of electric cookery and to number the foods in order of preparation.

Notes are just reminders to assure the demonstrator that all points have been covered, and are to be referred to only when necessary. Memorize the introduction and conclusion, and be so sure of the body of the lecture that the notes bring it all readily to mind!

Prerequisite V: To have a clear-cut picture of the material and how it is to be presented — an outline helps.

VI. Display

It was noted previously that the finished products of a demonstration tell as much of a story as the lecture. It is therefore necessary to have the food in an equipment or food demonstration displayed to advantage. A definite plan should be worked out for this display,

Courtesy Fruit Dispatch Co.

Fig. 11. Effective set-up for demonstration and display of French fried bananas. Both accomplished in a small space.

simple yet effective. Since the proper platters and containers for the food may make the difference between an attractive and unattractive display, they should be selected carefully. Colored platters, if suited to the food combinations, make an interesting display. The table may or may not have a cover — the choice depends on the individual demonstrator. If the work table is used for display at the completion of the demonstration, it is not covered; but if a different table is used, an interesting cover helps to set off the food. An attractively arranged center piece will also add interest to the table with a cover. The display following a demonstration held in a theatre may be in the lobby, where it can be seen as the audience leaves. For the display in the lobby, arrangements must be made to insure that the food gets to the display table in ample time to be placed attractively. Another method of display is to have the table placed on the floor level in front of the stage so that the audience may pass by before going out. If there are steps on either side of the platform, the display may be arranged on the platform, and the women may come up the steps on one side and down on the other.

Courtesy Westinghouse

Fig. 12. Well-planned display using stationary mirror.

This arrangement usually causes confusion, but since the women like to see the food at close range, it is better than no display. In a demonstration conducted before a very large audience, the food is usually displayed by means of the revolving or standard mirror described earlier, and the audience has no chance to get a close-up view.

Prerequisite VI: To plan the display of finished products so they will be shown off to the best advantage.

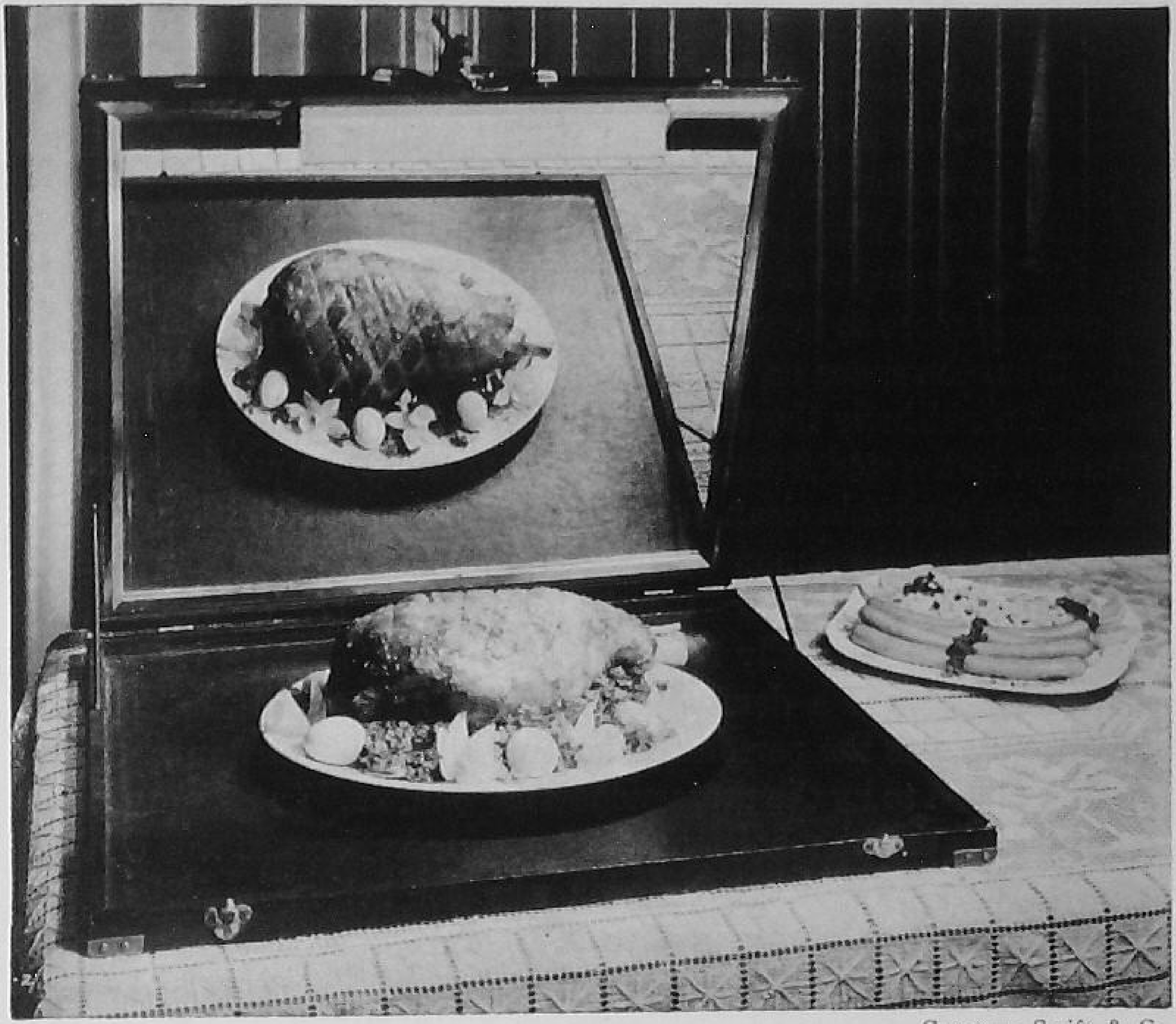
VII. Presentation

After all of the plans have been carefully made and the preliminary preparation taken care of, the lecturer is ready for the presentation of the demonstration.

The lecture-demonstrator is usually introduced to the audience before she begins the demonstration. The following suggestions for acknowledging an introduction were made by the Home Economics Department of the Edison General Electric Appliance Co.:

1. Walk out to the center of the stage, bow slightly, and thank the person who introduced you. Do not start to talk before you get out on the stage.

2. Then turn to the audience and smile. Act naturally and look right out at the audience. Stand on both feet. Do not lean on the table. Before beginning to speak, allow the audience to look you over for ten or twelve seconds. This pause gives them time to get acquainted with you. An audience never listens harder than when there is a pause in a speech or in action on the stage. It wonders what is going to happen next.



Courtesy Swift & Co.

Fig. 13. Folding mirror for the traveling lecture-demonstrator.

Action should take place within three minutes after the lecturer appears, which means that her opening remarks must be short and to the point, yet accomplish the three things suggested in the outline on page 31. Greet the audience in a friendly manner, and then follow with an attention-getting sentence or two that will lead right into the demonstration.

In the actual presentation the demonstrator must work easily and quickly, but not so fast that the audience cannot follow all the

movements made. "Become so familiar with every step in every process that there is no room for the unexpected, and that the handling becomes practically automatic, setting free a large share of your attention for your audience."[4]

Remember that the lecture-demonstrator is just as human as the homemaker, and that the unexpected will happen occasionally. When it does, make no apologies, but try to give the audience a reason for the thing that has gone wrong. The listeners will feel much more kindly toward the lecturer, and the mistake will not stand out so vividly in their minds as it will if it is skimmed over lightly or neglected entirely.

The following points cannot be overstressed in presenting a good lecture-demonstration.

1. Be sure to work in full view of the audience. It is difficult at best for the women to see all the movements from a distance; do not make it more so by working behind a bowl or pan.

2. Keep the space on the work table directly in front clear at all times. Do not have the table so cluttered up with equipment that attention is diverted from what is being done at the moment.

3. Keep the table clean at all times — it is not objectionable for the lecturer to take a moment to get rid of soiled dishes and to wipe up crumbs, if doing so will make the rest of the demonstration smoother and more easily followed.

Although this is a demonstration, it is also a lecture, and the audience expects the person conducting it to talk constantly. This talk is referred to by the professionals as "chatter," but it must have some bearing on the material being presented. Because this chatter must be kept up is another reason why the actions must become automatic, so that more thought can be given to what is being said. If too much action takes place without any talking, the demonstrator is likely to lose the attention of the audience, and it may be difficult to recapture it. The beginner usually feels at a loss in coping with this requirement of chatter. It is true that it becomes much easier with experience, but until that demonstration experience is gained, there is always one's own experience from which to draw. The lecture-demonstrator has had family and social experience long enough to have had adventures that can be interestingly woven into any lecture with the help of a little imagination.

[4] Miriam Birdseye, *Building a Lecture Demonstration*, United States Department of Agriculture, Extension Service, Office of Co-operative Extension Work. Washington, D. C. Mimeographed 184–SRS.

Courtesy Kraft Food Co.

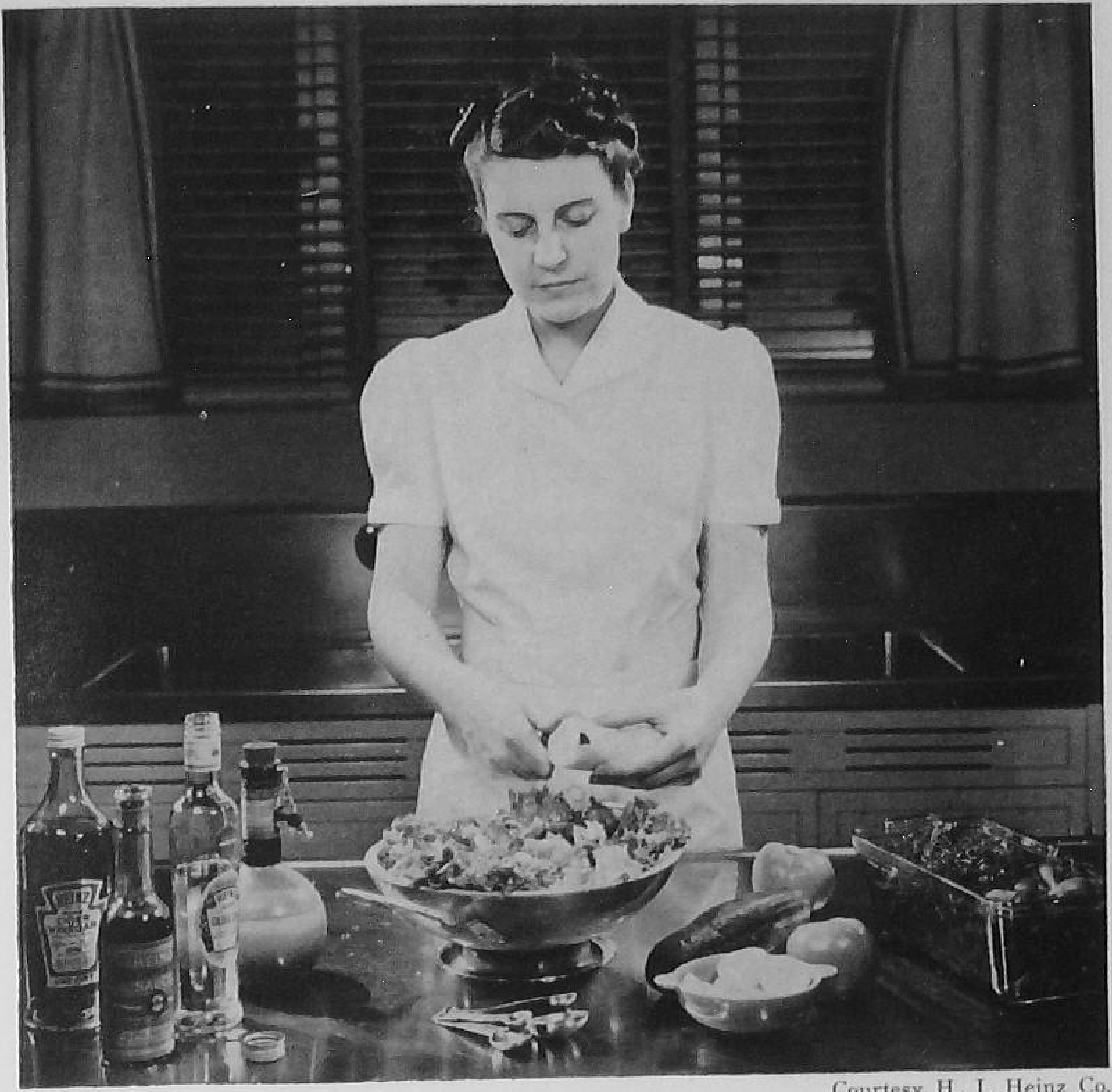
Fig. 14. The front of the work table is kept clear at all times.

Practice is important for a smooth presentation; it should be done in pantomime and with food until the demonstrator is sure of herself, her actions, and her chatter.

The lecturer must not "let down" until the entire demonstration is completed, or the interest of the audience may be lost before the time comes for the summary. The main points of the lecture and demonstration must be pulled together and given to the audience in such a form that they will be remembered. If it is a range demonstration, restate in simple words the advantages that have been shown for that particular type of range, or for the type of fuel it uses, and just what either will do for the homemaker in her own home. If it is a food demonstration, give briefly the advantages of the particular product stressed, or general points about all the foods which have been promoted. A good time to summarize what has been done is when the foods are being prepared for display by the demonstrator on the platform. If the displays are prepared by the assistant backstage, the lecturer may take a few minutes, after all foods are completed and when no action is taking place, to give

Courtesy Frigidaire

Fig. 15. Frequently the lecture-demonstration is given in a permanent kitchen planned for that purpose.



Courtesy H. J. Heinz Co.

Fig. 16. The techniques of preparing a tasty salad demonstrated in a permanent kitchen.

the summary. Regardless of the conditions under which the summary is given, be sure that it *is* given.

Many lecture-demonstrators like to have a discussion period after the summary is given and before the attention of the audience is lost. This, of course, can be done most satisfactorily with a small audience, less than a hundred, or in a classroom situation. During this time questions may be answered and suggestions made by the lecturer or members of the group. Open discussion can do much to give the audience a better understanding of the purpose of the demonstration, whether it is to bring about improved standards or create a desire to have and use the product shown. An exchange of ideas between members of the group helps to make a lasting impression.

Thank the audience for their presence and attention, invite them to see the display at close range at the completion of the entire program, and turn the stage over to the person in charge of the presentation — usually the one who has introduced the lecturer.

Prerequisite VII: To present the demonstration as planned, allowing it to move quickly and smoothly through all the steps, including a summary.

CHAPTER 5

The Audience

The type of audience for a lecture-demonstration varies according to the locality; it may be metropolitan, urban, or rural.

The size of the audience may vary from ten to several thousand, but the author feels that the most satisfactory size group for a promotional type lecture-demonstration is between fifty and one hundred people.

The type and size of the audience will affect the type of presentation. For example, a lecture-demonstration presented before a metropolitan group of five thousand women will naturally be more formal than one presented before an urban or rural group of fifty. With a smaller audience the lecturer gets the feeling of "being one of them," — a feeling she cannot possibly get in a large theatre before several thousand.

The audience should be the lecturer's guide to her presentation. To follow this suggestion is not always possible in a darkened theatre, since working behind footlights makes it difficult to see the expressions on the faces in the audience. A well-lighted room makes it easier for the lecturer to follow the reactions of the audience to her words and actions. With practice, however, these reactions can be sensed even from behind the footlights.

When possible the audience should be analyzed early in the demonstration, and the presentation made to fit the situation. With a group of metropolitan sophisticates, the approach to feeding the family adequately is different from that used with a group of urban homemakers. Learn to analyze the audience and act accordingly.

The audience is usually prepared to sit and listen for an hour or two, but it should be made as comfortable as possible. If the chairs are moveable, have them placed so that there is a space between them, and allow aisles wide enough for latecomers to pass those already seated. In cold weather space must be allowed for additional wraps.

The room should be well lighted, but not too bright or glaring. Do not have the audience facing strong lights or unshaded windows. See that the room is well ventilated and kept at a comfortable temperature. A stuffy room will put the audience to sleep, a situation very disconcerting to the lecturer. Watch for signs of fatigue in the audience. A tired audience is not a listening one. If the demonstration is to be more than an hour in length, it is recommended that the audience be given a short intermission, time enough to stand up and stretch. If the demonstration has been interesting up to this point, the lecturer need have no fear of allowing the attention of the audience to wander for a few minutes. She can quickly get the attention again when she is ready to call for it.

A questioning audience is an interested one; so invite questions. The lecturer may prefer questions asked throughout the presentation, or a question period at the end of the demonstration. Whichever the preference, the audience should feel perfectly free to ask questions. The lecturer should repeat the questions and answer them carefully and directly. If the answer is not known, she should not hesitate to say, "I do not know," and then offer to send the information if the interrogator will give her name and address at the close of the program. An audience will respect the lecturer much more for this reply than if she guesses and is wrong. It is wise for the lecturer tactfully to defer the answering of inappropriate questions until a suitable time.

If a worried expression is detected on the faces in the audience, or if the women are whispering, find out what is bothering them and get it straightened out. The author remembers a demonstration once in which she was preparing a meal to cook in a deep well cooker. After the method of procedure was completed and the cooking started, she noticed that the audience was whispering together as if something had gone wrong. The audience was asked what had happened. With one accord the women said, "The water was left out of the string beans." Their fears were allayed by being told that the string beans would cook in the cooker just as well without the water as with it, and that they would observe the perfect condition of the beans when the cooking was completed. They were satisfied, but if that point had not been settled, they would have been waiting for the string beans to burn, and during that time would have paid little attention to anything else that was said or done.

The average woman likes some record of the lecture-demonstra-

Courtesy H. J. Heinz Co.

Fig. 17. Recipe sheets or books may be given to the audience before or after the demonstration.

tion. This usually takes the form of a printed or mimeographed program containing the recipes prepared. Promotional material that the lecturer wishes the audience to take home should be given to them as they leave, and not as they come in. Putting it in the seats before the demonstration is also undesirable. It either attracts attention away from the lecturer during the demonstration or is left in the seats unread. Most lecturers prefer to distribute recipes before the demonstration so that they may be followed despite the fact that attention might be distracted.

The interests of the audience should be considered in planning a demonstration. The following survey is given as representative of what women want in a recipe.[1]

[1] Reprinted from an article in the September, 1936, issue of *What's New in Home Economics.*

SURVEY SHOWS WHAT WOMEN WANT IN A RECIPE

Curious to know just what inspired that "I want to try it" attitude in women when confronted with a new recipe, a radio survey was recently conducted in which homemakers were asked what they wanted in a recipe. The results from this survey were more than revealing, and the personal expressions obtained from the letters were a real challenge to home economists.

The New and the Different

Thirty-one per cent of the homemakers reported that they liked to try recipes which were new and different. The recipes, however, do not have to be brand new in all cases, for, as one homemaker put it, "A new idea skillfully combined in a century-old recipe can bring a real surprise and thrill to my family." Another homemaker said that "a new recipe works like a tonic," while still another philosophizes, "I need to cook new foods just as a weaver must create new designs or an artist must create new pictures."

Economy Considered

Economical recipes ranked second in the list, receiving consideration by twenty-eight per cent of the homemakers. Recipes calling for expensive foods and foods out of season must very often be passed by simply because they do not jibe with the budget. That was true in the case of an Illinois woman who wrote that she simply couldn't afford to read or listen to a recipe which began with "take one avocado pear." It would have been different, however, had this woman lived in California where avocadoes are plentiful and inexpensive! The courageous little woman with a family of ten who was feeding her family on seven dollars a week but still wanted to keep her meals interesting and varied, also offers a stimulus to the ingenuity of the budget-minded home economist.

Simple, Easy-to-Make Recipes Popular

Simple, easy-to-make recipes also hold a distinct appeal for women, as twenty-four per cent considered this a determining factor. The saying of one reportee, "Don't use your head, use this recipe instead," may be taken to mean that recipes which require a minimum amount of "headwork" may be prepared quickly and easily and with a great deal of satisfaction. With bridge parties and club meetings to attend in the afternoons, women welcomed the time- and energy-saving recipes which gave them this freedom.

The home economist who pores over recipes to make them meticulously accurate and easily understood will be truly gratified to learn that these qualities are vitally important to fifteen per cent of the recipe users. It seems that grandmother's method of measuring molasses by "gullups" and using "three aigs if the hens is layin' good" is not accurate enough for the modern homemaker. She wants level measurements, exact times and temperatures, and reliable methods; in other words, she wants tested recipes in order to be assured of good results.

Courtesy Westinghouse

Fig. 18. The audience likes to see the display at close range and taste if possible.

Thirteen Per Cent Specify Pantry-Shelf Ingredients

Thirteen per cent of the women stated their preference for recipes that contain only ingredients commonly found on the pantry shelf. And it was also found to be true that a woman's zest to try a recipe is lost when she finds that she must go out to the store and buy the ingredients. When a recipe appeals to the "recipe ear," the woman wants to be able to go out into her kitchen and try it immediately. The economy factor also entered in as the fact was pointed out that expensive ingredients undoubtedly rarely find their way to the pantry shelf.

Other "wants" which evolved from this survey are recipes for dishes tempting in appearance — 12 per cent; well-seasoned recipes — 11 per cent; healthful recipes — 11 per cent; recipes which sound appetizing — 6 per cent.

These figures show that homemakers do want suggestions for dressing up their dishes, that they do want recipes which are seasoned to satisfy the average taste, that they do want recipes which will help them keep

the family in rollicking good health, that they do want recipes which, when read or heard, furnish proof enough of their utter deliciousness.

Considering the scores of recipes which are now clamoring to reach the Family Table, it appears that the only means of forecasting the success of each recipe is to ask this question: "Does this recipe satisfy Mrs. Homemaker's recipe prescription?" If it does, that recipe not only has the "I want to try it" appeal, but after it is tried, it is destined to become a recipe favorite.

CHAPTER 6

Demonstrations for the High School Laboratory

THE HOME-ECONOMICS TEACHER uses the lecture-demonstration to present the proper method of procedure for certain desired results, to point out new techniques she wishes to be developed, and to set up standards for the class and the individual. This type of teaching is especially effective for a class period of forty to sixty minutes. The demonstration showing proper methods of procedure is given by the teacher; it can then be followed by a discussion, with the students making plans for use in making the same product the next day.

The lecture-demonstration is also used during times when there is a shortage of certain food products or when the class is being operated on limited funds. The student is at least introduced to the food by means of the demonstration and sees how it can be prepared, even though she does not actually have the experience of handling it.

The following demonstration on the "Mix-Easy" cake is one that can be done in a 40–60 minute period.

I. *Necessary equipment and ingredients:*

A. Equipment:

2 or 3 trays
large mixing bowl
wooden spoon
set of measuring spoons
2 tablespoons
2 measuring cups
spatula
rubber scraper
2 nine-inch layer pans
2 cake racks
wax paper
pitcher of water
pan holders
tea towel
clock (unless on wall where all can see it)
flour sifter

B. Ingredients:

box of cake flour
salt
sugar
vegetable shortening
bottle of milk
bottle of vanilla
2 eggs in small bowl

II. *Things to be done before class starts:*

A. Have recipe written on board
B. Have oven set at 375° and heating
C. Have necessary equipment on trays in convenient place near work table
D. Have ingredients on tray on work table

III. *Recipe:*

HAPPY DAY CAKE

2¼ cups sifted cake flour	½ cup vegetable shortening
2½ teaspoons baking powder	1 cup milk
1 teaspoon salt	1 teaspoon vanilla
1½ cups sugar	2 eggs unbeaten

Mix shortening just to soften. Sift in all dry ingredients that have been measured into sifter. Add eggs and ½ of liquid, mix until all flour is dampened, and beat *1 minute*. Add remaining liquid, blend and beat *2 minutes* longer. (Count only actual beating time. Scrape bowl and spoon often.)

IV. *Presentation:*

Introduction:

Today I am going to make a *Happy Day Cake* for you. I am sure many of you have watched Mother make cakes, and maybe even made them yourself; but I think this will be a different method from those you have seen or used, and so you want to watch closely. Then when you are ready to make your cake tomorrow it will be much easier for you. This particular method is used to give good results in a short period of time without an electric mixer. However, if you have a mixer at home it can be used very satisfactorily.

Before the cake is started we want to be sure that all of the equipment and ingredients are ready. The oven has been set at 375°, which is the proper temperature for layer cakes, and will be ready when the cake is ready.

Explanation	*Manipulation*
The first thing to be done is to grease the pans because any good cook gets everything ready before she begins to mix. The pans must be evenly greased but not heavily greased.	Use small piece of wax paper and grease pans thoroughly with vegetable shortening. Put to side of work table out of the way of mixing bowl.
We have discussed accurate measurements before so that you know their importance in producing acceptable products, but I will measure all ingredients for the cake just in case you have forgotten some of the methods. We need 2¼ cups of sifted cake	Tear off piece of wax paper from roll, place it on table under sifter. Put into sifter about 3 cups flour. Sift once. Measure 2¼ cups and return to sifter that has been put on another piece of paper. Pour extra flour back into container and put aside.

flour; so it is sifted before measuring. After the flour is sifted, it is put into a measuring cup with a spoon, being sure not to pack it in tightly. 2¼ cups of flour are put into sifter and other dry ingredients added: 2½ teaspoons of baking powder, 1 teaspoon of salt, 1½ cups of sugar. These are allowed to stand in the sifter until we are ready for dry ingredients.

Add each ingredient to sifter as it is measured and allow it to stand on wax paper until needed.

After the dry ingredients comes the shortening — and it should be at room temperature for easy creaming. We will use the water method of measuring because it is accurate. (A question of how to do this may be asked, or an explanation given.) Since we need ½ cup of shortening we will fill cup ½ full with cold water and add shortening until water reaches full cup mark. This way we are sure that there is ½ cup of shortening.

Water may be put into cup from faucet at sink if it is convenient. Otherwise, pour from pitcher on table. Add ½ cup fat and pour off water.

When the water is poured off, the shortening is left in the cup ready to use.

The liquid should also be in the cup ready to use. And the eggs were broken in this bowl before we started. Notice that the eggs have not been beaten.

Pour 1 cup milk and add 1 teaspoon of vanilla.

Show bowl containing 2 eggs.

Once the ingredients are all measured the mixing is a very simple matter — thus the name "Mix-Easy" — and because we mix by the clock we are sure the texture will be good. After the cake is baked you will have a chance to see what the texture is like, and we will set up our own standards for a good cake.

We are ready to start the mixing and we will watch the clock carefully because the cake is mixed for only 3 minutes.

Note to the demonstrator: The exact steps to be followed are shown in the series of pictures on page 51. The proper explanation should be worked into the demonstration as each step is taken.

Explanation	*Manipulation*
The 3 minutes are up and the cake batter is of a creamy consistency, ready to go into the 2 greased cake pans. The rubber scraper is a very handy tool that helps us get all of the batter from the bowl.	Let some batter fall from spoon into bowl. Bring pans to center of table and pour ½ of batter into each pan. Clean bowl with rubber scraper, trying to get equal amounts in each pan.
To be sure that the cake rises evenly we want to get the batter distributed over the whole pan—the spatula is a good tool for that.	Spread batter, showing how it is carried slightly away from the center.
The layers go into a 375° oven and are baked for 25 minutes. Be sure that they are placed in the center of the oven and in such a position that the air will circulate properly.	Return all soiled utensils to tray. Return all unused ingredients to tray. This insures as neat a working surface at the conclusion of the demonstration as at the beginning.
While the cake is baking you can make your plans for tomorrow, and we shall discuss the cake when it comes from the oven.	Put cake in oven.

Note: If time does not allow for discussion of the cake after it is baked it can be held over until the next day.

This second plan is also for a demonstration that can be given in a 40- to 60-minute period but is more complicated because it includes the preparation of three dishes instead of one. Consequently, there must be more planning and preliminary preparation along with accurate timing.

Meat Cookery

I. *Recipes to be prepared:*

BROILED FISH

1 trout, mackerel or bluefish, split
¼ cup lemon juice
2 tablespoons melted butter
salt and pepper
parsley

Place fish, skin side down, on greased cookie sheet. Sprinkle with salt and pepper and spread with melted butter and lemon juice. Place 3 to 4 inches from broiler flame or unit and broil 15 minutes. Serve on platter garnished with parsley.

1. Measure shortening into mixing bowl.

2. Mix shortening just to soften.

3. Sift in all dry ingredients over shortening.

4. Add unbeaten eggs and part of the liquid.

5. Mix just to dampen all flour. Then beat 1 minute.

Courtesy General Foods Corp.

6. Add last of liquid, blend, then beat 2 minutes longer.

Fig. 19. Techniques used in making "Mix Easy" cakes.

SAUTÉED LIVER

1 lb. veal or beef liver sliced	2 tablespoons fat

salt and pepper

Remove membrane from edges of each slice. Season with salt and pepper. Put in frying pan containing hot fat. Cook on medium heat until lightly browned, turning once, about 15 minutes.

VEAL CROQUETTES

1 lb. cooked veal	2 eggs
1 cup mashed potatoes	1 teaspoon salt
1 tablespoon chopped onion	1/8 teaspoon pepper
1–2 cups bread crumbs	parsley

fat for deep fat frying

Put cooked veal through food chopper, add potatoes, onion, salt, pepper, and 1 egg. Mix well and shape croquettes. Roll in crumbs, dip in beaten egg, and again in crumbs. Allow to stand a while before frying. Melt fat and allow to heat to 390°. Put croquettes in basket and lower into fat, allow to cook until golden brown, about 5 minutes. Drain and serve garnished with parsley.

II. *Equipment needed:*

3 trays	pan holders
1 cookie sheet	hand towel
1 wide spatula	containers for fish, liver, and croquette mixture
1 aluminum frying pan	wax paper
2 long handle forks	cup for lemon juice
1 aluminum pan with frying basket	container for melted butter
1 deep fat thermometer	pastry brush
3 platters	1 small mixing bowl
paper towels	1 large mixing bowl
asbestos pads	range

2 work tables

III. *Ingredients needed:*

1 fish suitable for broiling, trout, mackerel or bluefish	cooked, ground veal
lemon juice	potatoes
melted butter	onion
salt and pepper	bread crumbs
veal or beef liver	eggs
	parsley

fat for frying

IV. *Things to do before demonstration:*

1. Have recipes on board.
2. Split and clean fish, put on plate and cover.
3. Prepare 1/4 cup lemon juice.

4. Melt 2 tablespoons butter.
5. Clean parsley and wrap in wax paper.
6. Grease cookie sheet for fish.
7. Remove membrane from edges of liver.
8. Cook and put through food chopper 1 lb. veal.
9. Cook and mash enough potatoes to make 1 cup.
10. Chop onion.
11. Mix and shape croquettes, leaving enough mixture to make 2 during demonstration.
12. Egg and crumb croquettes, place on plate or rack, and cover with wax paper.
13. Put necessary fat in pan for deep fat frying.
14. Have tray No. 1 set up on front work table.
15. Have trays No. 2 and 3 set up on back table; also platters and parsley.

V. *Tray setup:*

No. 1 Cookie sheet, wide spatula, fork, plate of fish, cup of lemon juice, container of melted butter, pastry brush, salt and pepper in shakers.

No. 2 Aluminum frying pan, long handle fork, plate of liver, fat in suitable container.

No. 3 Aluminum pan containing fat and frying basket, plate of croquettes, bowl with remainder of mixture, bread crumbs, beaten egg in bowl, small spatula, fork, several paper towels.

VI. *Time plan:*

10:00 A.M. Introduction.

10:02 Discuss fish and prepare for broiling.
Start broiler unit to heating and put in fish.
Discuss broiling.
Remove tray No. 1 except for spatula, fork, salt and pepper.

10:10 Put fat in frying pan and start to heat on medium heat.
Discuss preparation of liver and method of cooking.
Start liver to cooking.
Remove tray No. 2.

10:15 Look at fish.
Start fat to heating for croquettes and heat to 390°.

10:17 Shape 2 remaining croquettes.
Egg and crumb croquettes.

10:19 Turn liver. Come back to croquettes if necessary.

10:22 Remove fish. Put on platter and garnish with parsley.

10:25 Put croquettes in basket and begin to fry.

Note: Time for heating fat may vary according to amount used. Person giving this demonstration should practice at least once before presentation and time it carefully. This time plan is an estimated one.

	Remove tray No. 3.
	Remove liver, put on platter, and garnish.
10:30	Remove basket from fat and allow to drain for a few seconds.
	Put croquettes on platter and garnish.
10:35	Conclusion and display.
	Discussion.

The demonstrator, with her knowledge of meat cookery and the needs of the class, should be able to use the above plan as a basis for an effective presentation.

CHAPTER 7

A Good Example

THE LARD DEMONSTRATION presented in its entirety here was prepared by the National Live Stock and Meat Board, Chicago, Illinois, and is an excellent example of a food lecture-demonstration. This material was prepared to be sent to anyone wishing to conduct a demonstration on the use of lard when a home economist of the National Live Stock and Meat Board was not available. Consequently, it was done in detail and includes equipment, market order, plan of work, and method of presentation.

It will give the beginner an idea of the amount of work that goes into the planning of a successful lecture-demonstration before the preliminary preparation can begin.

MAJOR EQUIPMENT

NEEDED FOR STAGE AND BACKSTAGE KITCHEN FOR LARD COOKING SCHOOL

Note: In many localities the utilities company has offered its cooperation in putting on the Lard cooking school, installing the range or ranges and refrigerator, and providing roasters, mixers, and other appliances for the lecturer to use. If the utility company is asked to do this, it should be understood that it will get recognition, and that the lecturer will call attention to the features and performance of the equipment supplied. Since most women are interested in knowing about the newest equipment available for their homes, this provides an added feature of interest in the cooking school.

If the above arrangement is not made, other means of securing the equipment will have to be worked out. Equipment needed is as follows:

Used for demonstration on stage.	2 ranges 1 refrigerator 2 enamel-top work tables (one for work, one for supplies) roaster and mixer (optional) (roaster may take place of one of ranges.)

For use backstage or behind screens or at one side of stage. Advance preparation can be made here, and trays set up for the demonstration on the stage.	Generous work and supplies table space, such as sample tables from hotel. Running water, or new garbage cans, lard cans, or tubs for both clean and waste water. Generous supply of wrapping paper for covering work tables and miscellaneous use. Plenty of tea-towels or hand towels from towel service. Some means of heating water.

Utensils Needed for Lard Demonstration

mixing bowls — nest of six
trays for recipe setups — five
measuring cups (1 set — 1/4, 1/3, 1/2, and 1 c.)
(1 glass — liquids)
(1 metal — level)
measuring spoons — two sets
spatulas, at least two sizes
pastry blender
pastry fork (or regular fork)
paring knives — two
pastry "jagger"
scissors
flour sifter
pastry canvas
rolling pin and stockingette cover
grater (coarse, for grating apples for pie)
pastry brush
rubber scrapers
wooden spoons — two
mixing spoons — two
biscuit, doughnut, and cookie cutters — three or four designs and sizes
deep pie pans — preferably tin or aluminum — two (preferably 9-inch)
round cake pans — two 9-inch or three 8-inch
cake racks — two
baking sheets — two
rotary egg beater
double boiler
frying kettle with basket
frying thermometer

containers, with tight-fitting covers, for storing:
1. homemade pie mix
2. homemade biscuit mix
3. used lard for frying

oven thermometer if range does not have automatic oven control

Market Order for Lard Demonstration *

(For Homemade Pie and Biscuit Mixes, Apple Pie, Pimiento Biscuits, White Cake [and Icing], Chocolate Drop Cookies, and French Fried Potatoes.)

lard — 5½ lbs., 1st grade
flour — 5 lbs.
baking powder (double action) — 3 oz.
baking soda — 1 teaspoon
parsley — ¼ cup
pimiento — 1 oz.
milk — 1½ pints
butter — 2 tablespoons
apples, large, tart, red — 6 apples or 2 lbs.
potatoes, suitable variety for frying — 1 lb.
sugar — 3 lbs.
brown sugar — 1 cup
eggs — ½ dozen
cinnamon — 1 teaspoon
nutmeg — ¼ teaspoon
corn syrup — 2 tablespoons (can omit)
pitted dates or figs — ½ lb. (to add to icing for cake filling)
nuts — ¼ lb., if desired (to add to icing for cake filling)
bitter chocolate — 2 ounces
vanilla — 1 tablespoon
salt

Dishes to be Prepared

Easy Apple Pie, with Homemade Pie Mix
Pimiento Biscuits with Homemade Biscuit Mix
White Cake, 7-minute Icing
Chocolate Drop Cookies
Never-Fail French Fried Potatoes

* * *

Note: If desired to add yeast breads to the demonstration, make light rolls, starting them ahead of time.

The "tray system" is indicated in the following plan of work; i.e., for each recipe to be prepared on the stage a tray is set up containing all

* Does not include supplies for light bread or rolls.

the ingredients and utensils to be used. Many measurements, etc., can thus be prepared ahead of time to be at hand when needed.

* * *

Plan of Work for Demonstration

Work to be Done in Advance of Demonstration (In this order)

1. Make up Biscuit Mix and store in refrigerator.
2. Chop parsley, drain and chop pimiento for biscuits; wrap in wax paper and store in refrigerator.
3. Prepare potatoes for French frying, and do the first frying; leave fat in kettle ready to finish frying potatoes.
4. Set up tray for Pie Mix and Apple Pie. (All apples but one might be grated if sugar is mixed with those grated.)
5. Set up tray for biscuits.
6. Set up tray for cake.
7. Set up tray for icing.
8. Set up tray for French fried potatoes.
9. Make cookie batter and put in refrigerator until short time before demonstration starts. Drop it on cookie sheet just before start of demonstration.
10. Preheat oven for cookies.

Work to be Done During Demonstration (In this order, on basis of 1½-hour [minimum] demonstration)

1. Put cookies in oven to bake.
2. Make the cake (45 minutes until out of oven) and talk cookies, as well as cake.
3. Put cake in to bake as soon as cookies are out.
4. Make Pie Mix and Apple Pie. As soon as cake is out, turn up oven and put in pie.
5. Make Pimiento Biscuits; if only one oven, store in refrigerator until pie is about done.
6. Finish French fried potatoes.
7. Make cake icing. If no electric mixer or helper, 7-minute icing should be made just before demonstration starts, or a more quickly made icing substituted.
8. Ice cake and bake biscuits the last 10 minutes.

Lecturer's Introduction to Demonstration

LARD THE ALL-PURPOSE COOKING FAT

Fat Makes Possible Many Favorite Dishes!

Fat is used in many ways in cooking. It "shortens" pie crust and shortcake. It gives tenderness and flavor to all quickbreads, including muffins, griddlecakes and waffles, as well as to all kinds of light bread and rolls. Cakes are in-

debted to fat for their fine texture, tender crumb, and feathery lightness. Cookies are tender and crunchy because of the fat used in them. French fried potatoes and doughnuts — and a thousand other good things — just couldn't be, without fat!

For so many and such varied uses, a wide variety of "measuring sticks" need to be used to make a wise selection of fat for cookery purposes. Shortening value (tendering), and ability to produce flakiness, are most essential to good pie crust, as they are to many quickbreads, light breads, and rolls; at the same time, a rich, nut-like flavor is very desirable. In cakes, tenderness is again important, and a feathery lightness to the texture. Good cake should, as we say, "melt in our mouths."

In using a fat in cookery, we want one which combines readily and easily with the other ingredients: with the flour in pie crust and with the sugar in cakes and cookies. We want one which is "plastic," or workable over a wide range of temperatures. It should not be brittle even as it comes from the refrigerator.

LARD Fills All Requirements.

When a food product is used in such a variety of ways in cookery as fat is, it is well to look also to its digestibility and its nutritive value, as well as to its culinary qualities and its economy.

In our grandmother's day she used a fat which was without question recognized as having the characteristics just described. That fat was LARD, and the delicious pies, cakes, and biscuits made by Grandmother with lard are even nowadays set up as the standards toward which modern cooks aim. But somehow, in recent years, with attention diverted elsewhere, some women have forgotten what a good cooking fat lard is. Others, perhaps young brides just beginning to cook, have not had its good qualities pointed out to them.

Science Confirms What Grandmother Knew!

In the intervening years since grandmother's time, experimental cookery and nutrition research carried on by universities and colleges and the U. S. Department of Agriculture have abundantly confirmed what grandmother knew from experience. Not only has lard been proved a fat of high culinary quality, but one which contains important food elements.

In addition to its high nutritive value, lard is highly digestible. Lard is certainly an all-purpose fat!

We shall now demonstrate to you some of its excellent qualifications as a cooking fat.

Demonstration Procedure on Cookies Made with Lard

Why We Use Lard in Cookies.

Points to Bring Out While Making Cookies.

1. It makes crisp, crunchy cookies of excellent flavor!
2. Cookies made with lard keep fresh longer than when made with other fats.
3. Less lard can be used than other fats, so it is the most economical shortening to use.
4. And don't forget that lard contains certain food elements necessary for growth and health.

Manipulation

Make cookies in advance, bake them while mixing cake, talk about them while making cake.

CHOCOLATE DROP COOKIES

Give Women the Recipe!

2 ounces or 2 squares bitter chocolate	¼ teaspoon salt
½ cup or ¼ pound lard	½ teaspoon soda
1 cup brown sugar	1 teaspoon baking powder
1 egg	½ cup milk
1½ cups flour	1 teaspoon vanilla
	1 cup chopped nut meats

Melt chocolate, and add to creamed lard, sugar and egg. Add the sifted dry ingredients alternately with the milk and the vanilla to the creamed mixture; add the nuts last. Drop on to a cookie sheet. Bake fifteen to twenty minutes at 400° F.

* * *

How to "Invent" Drop Cookie Recipe.

The recipe above is just one of the endless possibilities for use of lard as far as cookies are concerned. Chocolate cookies are always a favorite, and drop cookies one of the very easiest and most quickly made. But when the family tires of these, there are plenty more! Convert your favorite cake recipe into a drop cookie by decreasing the liquid so that the batter will drop from the spoon. Add nuts, dried fruits, and so on, as you like.

Other Types of Cookies To Be Made with Lard

Everyone Loves Cookies!

In addition to the many Drop Cookies, there are Stiff Dough Cookies. These cookies are rolled thin and cut, or molded and chilled in the refrigerator and sliced. (Refrigerator cookies are excellent to keep on hand in the refrigerator ready to be baked fresh at any time.)

There are also the "Brownie" type of cookie, — where the batter is baked in a sheet and cut in rectangles after baking. The ones made with lard and molasses, with nuts added if you like, are favorites with the children. These molasses cookies keep well (that is, if any cookie keeps at your house) — in other words, they get better on storing. Maybe you would like a recipe.

MOLASSES NUT BARS

1/3 cup lard	1 3/4 cups flour
2/3 cup sugar	1/4 teaspoon salt
2/3 cup molasses or sorghum	1 cup chopped nuts
2 eggs	2 teaspoons vanilla

Don't Make This. Just Give Recipe.

Cream lard and sugar until fluffy. Add molasses or sorghum. Add eggs one at a time, beating well after addition of each. Add vanilla. Sift flour once, measure and sift again with salt. Beat into the creamed mixture, add nuts, reserving one-fourth cup. Oil a 10 × 14 inch pan generously with lard. Spread batter evenly in pan. Sprinkle surface with remaining nuts. Bake at 375° F. for twenty-five minutes. Cool in pan. Cut into half inch to one-inch slices. Makes about three dozen cookies.

In substituting lard in any favorite cookie recipe, observe the same precaution as for cake; that is, remember that six tablespoons of lard will go as far as one-half cup of any other shortening.

Stress Economy of Lard!

* * *

DEMONSTRATION PROCEDURE ON CAKES MADE WITH LARD

Points to Bring Out While Making Cake

1. Lard makes very tender and "feathery" cake.
2. Cakes made with lard stay moist longer than with any other fat.
3. We can have cake often, for lard is an economical shortening.
4. Cakes made with lard have excellent flavor.
5. Lard is 97 percent digestible, the highest percentage of any cooking fat.
6. In white cake, plain cake, fancy cake, chocolate cake, spice cake, fruit cake, and ALL cakes made with fat, lard may be used with decided success.

A Fine Shortening for Fine Cakes!

Manipulation

WHITE CAKE WITH SEVEN–MINUTE ICING

2⅔ cups all purpose or 3 cups cake flour	½ cup (¼ lb.) lard
3 teaspoons baking pwd.	1½ cups sugar
1 teaspoon salt	1¼ cups milk
3 egg whites	1 egg yolk
	1 teaspoon vanilla

Your Work While Talking Will Follow This Order.

1. Line two 9-inch or three 8-inch cake pans with wax paper. Do not oil pans.
2. Sift flour once, measure and sift again with baking powder and salt.
3. Cream lard. Continue creaming, gradually adding one cup of the sugar and three tablespoons of the milk. Add egg yolk and vanilla to remaining milk.
4. Add sifted dry ingredients alternately with the milk mixture.
5. Beat egg whites stiff but not dry, beating in the remaining sugar as for a meringue.

Be Sure to Tell Women What You Are Doing!

6. Fold into cake batter.
7. Bake in two 9-inch layer pans for thirty to thirty-five minutes, or three 8-inch pans for twenty-five to thirty minutes at 375° F.
8. Invert pans on cake rack. After slight cooling turn out cakes. When cold, ice as desired.

BASIC RECIPE FOR SEVEN–MINUTE ICING

2 cups sugar	2 egg whites
½ cup water or 6 tablespoons water and 2 tablespoons corn syrup	1 teaspoon vanilla or other flavoring coloring, if desired

You Will Come Back to This. See "Plan of Work."

Combine all the ingredients except the vanilla in the upper part of the double boiler and mix well. Place over boiling water and beat constantly with a rotary beater until it thickens and tends to hold its shape, which takes about seven minutes. Flavoring and other additions are then put in and it is beaten until thick enough to spread.

Bring Out Points on Lard All Through the Demonstration.

Spread icing on the lower layer and fit next layer on top, holding in place with wooden picks.

When all the layers are in place, pour the remaining icing on top of the cake and ice quickly working from the top down over the sides with quick, light, but deft strokes. Do not smooth it too much, — a more natural appearance which

shows it has been little worked with is often the most attractive.

Variations in Seven-Minute Icing

All sorts of variations may be made from this basic icing. A "filling" could be made to go between the layers by putting chopped dates or figs into part of it. Nuts may be added. It can be colored and flavored in any way desired for variety.

Uncooked Icings

The Women Will Value These Suggestions.

Confectioners sugar can be made into a great variety of uncooked icings by combining with creamed butter (same thing as hard sauce), or with liquid, or both. To reduce the richness, milk (or other liquid), or egg (whole, white or yolk), or both may be used instead of all butter. One-fourth cup of creamed butter will take up at least one cup of confectioners sugar. This group of icings can also be flavored and colored in any way desired.

Butter icings are especially easily handled in decorating a cake with a pastry tube. The layer cake may be "filled" and iced with "Seven-Minute" (double boiler) Icing, and decorated with a Butter Icing.

Other Cakes Made with Lard

Any kind of cake using fat can be made with lard — white, yellow, or chocolate; plain or fancy; all of them are a success!

Suggest That Women Write This Down!

Many new recipes and methods have been developed for lard cakes, but — if you have a favorite cake recipe or any pet method of combining the ingredients, they will all work with lard. A very quick cake, where the eggs are put in one at a time, unbeaten, can be made excellently with lard. There is just one precaution to observe in the use of lard in cakes. Remember, lard is 100% fat, and has greater shortening power by one fourth than any other fat. So, in substituting lard for any other fat in a cake recipe it can well be decreased, two tablespoons for every half cup of other fat called for — or one quarter cup for every cup of other fat called for. In other words if your cake recipe calls for one half cup of other fat, use six tablespoons of lard, and you have a more economical recipe that will work with success.

Demonstration Procedure on Pies Made with Lard

Points to Bring out While Making Pie

1. Lard makes the most tender pie crust of any shortening. It has the greatest shortening power of any fat.
2. It takes one-fourth less lard than any other fat to do an equal amount of shortening or tendering. This shows what an economical shortening lard is.
3. Lard makes the most flaky pastry. Flakiness as well as tenderness is an essential characteristic of good pie crust.
4. Lard is the easiest shortening to use. It has the greatest plastic range, or is workable over a wider range of temperatures than any other shortening. It is not brittle even as it comes from the refrigerator.

Lard is Best for Pies.

Manipulation

THE EASY APPLE PIE WITH HOMEMADE PIE MIX

HOMEMADE PIE MIX

7 cups flour
4 teaspoons salt
2 cups or 1 pound lard

A Great Time Saver!

Sift flour and measure. Add salt and sift again. Cut in cold lard, using a pastry blender until the lard is the size of peas. Cover closely and store in a cool place.

EASY APPLE PIE

1½ cups homemade pie mix
2 to 5 tablespoons cold water

Some Pointers on Pie!

Measure the pie mix into a mixing bowl. Sprinkle the cold water on, a little at a time, scattering it over the surface as much as possible. The amount of water depends upon the hardness of the flour. The harder the flour, the more water it takes up. Mix with the pastry blender or with a fork, until all particles are moistened and the dough will just hold in a ball. A "chopping" or "tossing" rather than a "stirring" motion should be used in mixing to avoid developing the gluten and thus toughening the dough. Over-working or mixing pie dough should be avoided. Divide the dough into two portions. On a floured pastry canvas roll the first portion to one-eighth inch, using a rolling pin covered with stock-

ingette. In rolling, use light, short strokes, rolling from the center out in every direction so as to keep the dough round. It should slide on the canvas, and if it has any tendency to stick, loosen with a spatula and sprinkle canvas with flour. Never turn the pie crust over.

When ready to line a deep pie pan with the crust, roll it quickly on the rolling pin, and then unroll it on to the pie pan. Fit the crust gently into the pan, pushing out the air between the crust and the pan.

Let the crust stand in the pan to shrink while the apple filling is prepared.

For a 9-inch pie pan use ——

FILLING FOR EASY APPLE PIE

4 cups grated tart red apples (do not peel)	pinch salt
	1 teaspoon cinnamon } if desired
	1/8 teaspoon nutmeg } if desired
1 cup sugar	2 tablespoons butter

Be Sure to Get "Pie" Apples!

Mix these well and fill the crust. Dot over two tablespoons butter. Using scissors, cut off the crust one half inch from edge of pie pan.

Also Refer to Single Pie Recipe in "Goodies Made with Lard."

Roll the other portion of pastry to less than one eighth inch thick. Using a pie pan the same size as one filled, cut the top crust exactly size of pan. Cut holes or gashes for escape of steam in upper crust, making as decorative as possible, using a paring knife, pastry "jagger," or other cutter.

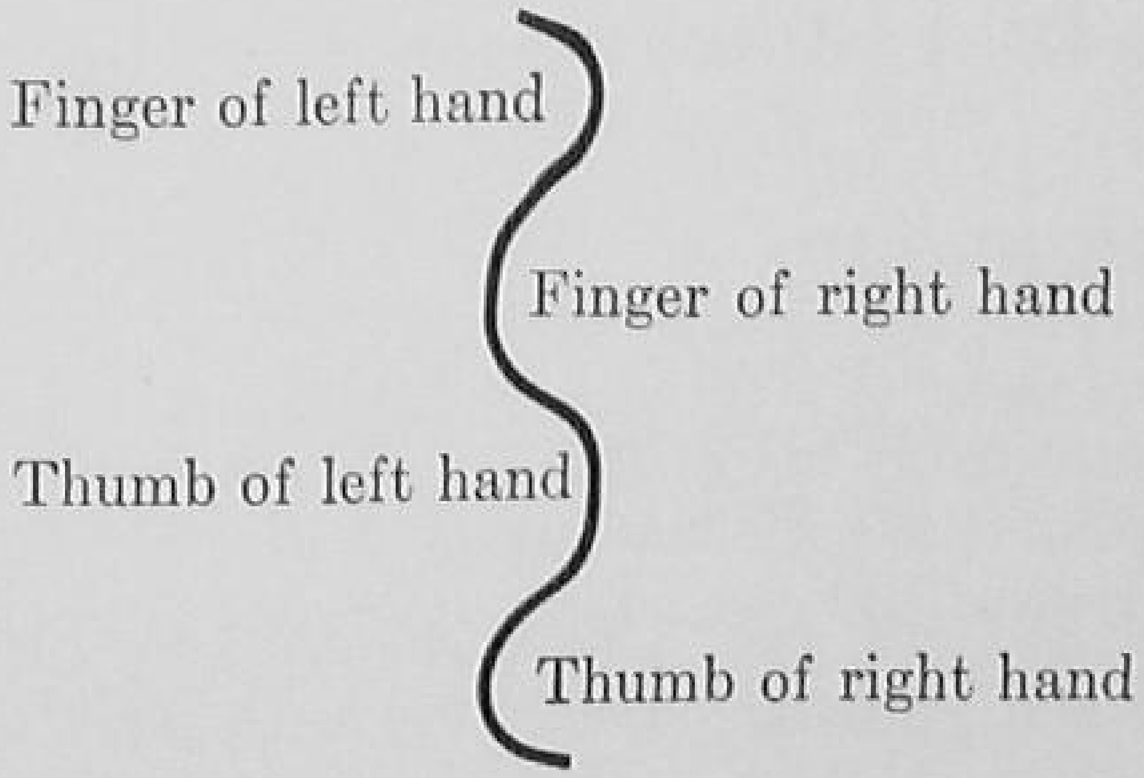
Roll top crust as quickly as possible on to rolling pin and off on to filled pie.

Turn the extra half inch of bottom crust over on to top crust to seal and prevent the escape of juices (for any fruit pie). Dampening will help to seal the edges. This seal, in addition to a deep pan, should prevent the escape of juices.

To flute the edge: Stand up the double crust around the edge of the pie pan, like a collar.

This Makes a Beautiful Pie Edge.

Using the thumb and forefinger of the two hands, with the thumb and finger of the left hand inside the collar, and the

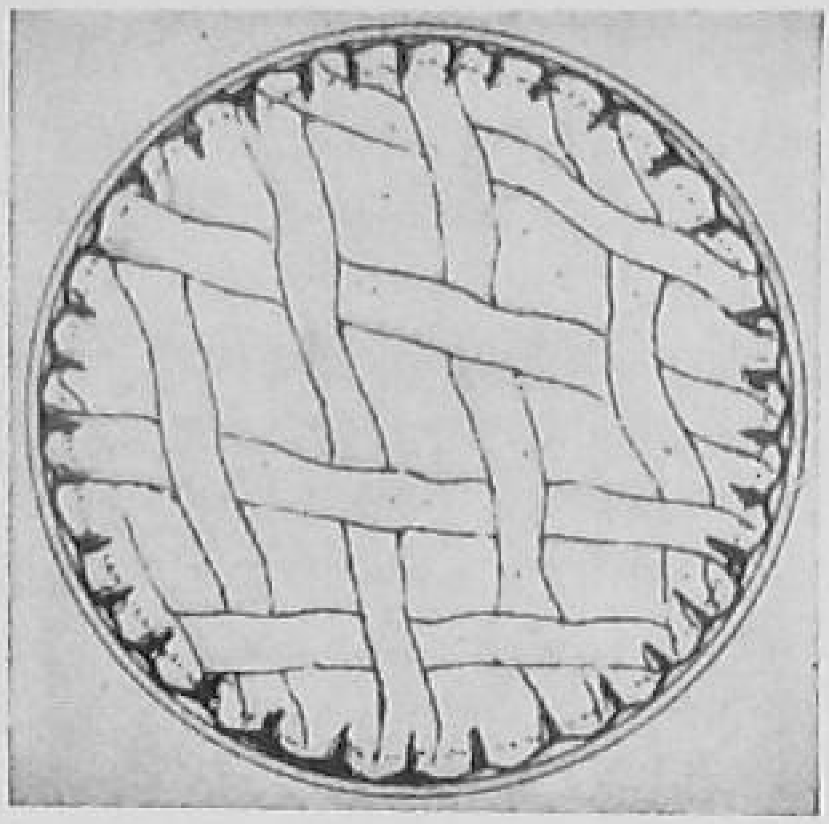


thumb and forefinger of the right hand outside the collar, fit the two thumbs and two fingers together making fluting. Repeat this all the way around the pie.

Place pie in the center of an oven preheated to 425° F. and bake at this temperature until apples are done and crust slightly browned, about 35–40 minutes.

Use for Any Fruit Filling!

For a criss-cross or latticed top: Prepare and fill the bottom crust, exactly as for the two-crust pie, cutting the bottom crust off one half inch beyond edge of pan. Roll rest of dough to ⅛ inch thick. Cut strips ⅜ inch wide. (There are pastry wheels or "jaggers" which will cut this strip, both sides at once, with scalloped edges. A paring knife may be used, however.) Lay strips across pie, alternately, weaving over and under. If the strips are laid diagonally the openings will be diamond shaped. If desired the strips may be twisted.



Use a Deep Pie-Pan!

With scissors, cut off ends of the strips just inside the edge of pan. Make fluted edge by doubling the half inch of dough forward and standing the double edge up like a collar. Flute with thumbs and forefingers as with double crust pie. This lattice crust pie will have more of a tendency to cook out than the one previously described, where the juices were sealed in, but if it shows symptoms of doing so, decrease the oven temperature to 350° F., after baking at least twenty minutes at 425° F. A deep pie-pan will of course help prevent this.

SINGLE PIE MIX RECIPE

1 cup flour
¾ teaspoon salt
⅓ cup lard

Sift flour, measure and add salt. Cut lard into flour until crumbs are coarse and granular. Yield: 1¼ cups pie mix.

Demonstration Procedure on Biscuits and Their Variations

Points to Bring Out During Demonstration

1. Lard has the most shortening power of any cooking fat, and it takes only three fourths as much lard as other shortening to make quickbreads of the same tenderness.
2. Lard makes the most flaky biscuits — and flakiness is another characteristic of good biscuits, shortcake, and other similar products.
3. Lard gives to biscuits and other quickbreads a very delicious flavor!
4. Lard is the most easily handled of any of the fats — it has the widest plastic range.
5. Lard is a fat of unusually high nutritive value, a point to be considered in the selection of any food.

Why Lard Is Best for Biscuits and Quick Breads.

Manipulation

PIMIENTO BISCUITS FROM HOMEMADE BISCUIT MIX

HOMEMADE BISCUIT MIX

8 cups flour
8 teaspoons double action baking powder or
4 tablespoons phosphate or tartrate baking powder
4 teaspoons salt
1½ cups or
¾ pound lard

Sift the flour and measure. Add baking powder and salt and sift again. Cut in the lard with a pastry blender until the mixture has the appearance of corn meal. Cover closely and keep in a cool place, using as needed for biscuits and their variations, such as meat pies, dumplings, shortcake, and even waffles, muffins, coffee cake and other quickbreads. Of course, with muffins and their variations, egg as well as milk need to be added to the "mix."

To Keep on Hand as a Timesaver!

PLAIN BISCUITS

2 cups homemade biscuit mix
½ cup milk, or enough to make a soft dough (if drop biscuits are desired, add milk until the batter will drop from a spoon)

These Biscuits Can Be Made in a Jiffy.

Measure the homemade biscuit mix into a measuring bowl, making a well in the center. Pour the milk in, and toss lightly and quickly together into a soft ball of dough. Put out on a well-floured pastry cloth, leaving the bowl clean. Avoid over-working, but gentle kneading for about one half minute after mixing improves the texture. Pat or roll the dough lightly to one half the thickness desired in the baked biscuits. Cut in size and style desired and place on baking sheet (shallow sides) far apart if crusty biscuits are desired, or just touching if little crust is preferred. Bake at 450° F. until a golden brown.

PIMIENTO BISCUITS

Delicious with the Meat Course.

One fourth cup each of finely chopped parsley and well-drained chopped pimiento may be added to the biscuit recipe just before the milk. These additions give a festive, colorful touch to biscuits, drop biscuits, meat pies, or meat shortcakes. An Eastertime Lamb Pie might well have these pimiento biscuits cut in rings (using doughnut cutter), just as the pimiento biscuits rolled and cut in shape of Christmas trees make a beautiful top for a holiday season meat pie.

SINGLE BISCUIT MIX RECIPE

1⅔ cups flour	¾ teaspoon salt
2½ teaspoons baking powder	⅓ cup lard

Sift flour once, measure and sift again with baking powder and salt. Cut in lard until mixture has fine, even crumb. Yield: 2 cups biscuit mix.

Demonstration Procedure on Deep Fat Frying with Lard

Deep Fried Foods Delicious; Should Be Served Often.

Why Use Lard for Deep Fat Frying

1. Lard is 97% digestible.
2. It is an economical fat to use, so you can afford to have deep fat frying often.
3. It can be used over and over again, and does not carry flavor of foods cooked in it, if clarified at end of each use.
4. It adds to the richness, nut-like flavor, and nutritive value of foods cooked in it.
5. Lard not only is high in energy, but it has other nutritive properties (essential fatty acids).

Advantages of Frying as a Cooking Method

1. Deep frying conserves nutrients in the foods fried and adds nutrients possessed by the lard.
2. Deep frying develops flavor, — the nut-like flavor from the lard, and the crusty flavor and texture from the browning.
3. Deep frying is a quick method of cooking.

Manipulation

NEVER-FAIL FRENCH FRIED POTATOES

potatoes 3 pounds lard for deep fat frying salt

Restaurants Use This Method.

Peel potatoes and cut in one half inch strips lengthwise. Preheat kettle of lard to 300° F. Wipe potatoes to remove all surface moisture. Cook potatoes about a cupful at a time, until spattering ceases. Remove and cool as long as necessary. Increase temperature of lard to 375° F., return potatoes and finish cooking at this temperature. Drain on absorbent paper. Salt. Serve at once or keep hot in shallow pan in hot oven with door ajar. This is an easy way of preparing French fried potatoes, as the preliminary part can be done well ahead of the meal.

There are many other ways to cut potatoes for frying in deep fat, such as balls, shoestring, chips, and so forth.

Suggestions and Precautions for Deep Fat Frying

1. A deep kettle with straight sides, of about three quart capacity, is the best type for deep fat frying. It should be large and deep enough that three pounds of lard make it only about two thirds full.
2. A frying basket that will fit into the kettle is a great convenience and help.
3. A frying thermometer takes the guesswork out of frying. It makes for better results, greater economy, and a more pleasant kitchen. Never should the smoking temperature of the lard be used as a test for its frying temperature, for that is too hot! When fat smokes, it is burning, or decomposing, with the result that a bad odor and flavor are given off. No food needs a higher temperature for frying than 375° F., and most foods can be fried properly at considerably below this temperature. Good lard will not smoke at this temperature and can be used over and over again if given the proper care.

If Lard Smokes, it is Too Hot.

4. Excess crumbs should be removed from croquettes, or other foods coated with crumbs, before placing in the lard.

Care of Lard Used in Frying

Lard May Be Used Again and Again!

1. Clarify after each using by letting cool, adding a few slices of raw potato, and heating slowly until the potato slices are well browned. (This step is, of course, omitted when potatoes are fried.) Strain through several thicknesses of cheesecloth.
2. Store in a tightly closed container in a cool, dark place.

Other Foods to Be Fried in Deep Lard

There's Variety in Deep Lard Fried Foods!

1. Other vegetables than potatoes
   a. French fried onions
   b. French fried cauliflower or asparagus
2. Meats
   a. Liver, brains, sweetbreads
   b. Leftovers: croquettes
3. Doughnuts and variations
4. Fritters and variations.

Summary

"LARD — THE VERSATILE COOKING FAT"

Truly, lard is the all-purpose cooking fat! In this demonstration you have seen its use in pastries and quickbreads; in cakes and cookies; and as a cooking medium in deep fat frying! And even now for lack of time we have omitted another great use, and that is in the making of light breads (yeast breads) and rolls: white, whole wheat, rye, soft wheat, hard wheat, and all sorts of combinations of these different flours. In all of these, lard is the ideal fat for shortening and for adding richness, flavor, and food value to the yeast bread group.

Lard:

1. Is 97% digestible.
2. Contains certain food elements necessary for growth and health.
3. Prevents and cures certain skin diseases.
4. Is high in energy. (1 tablespoon supplies 135 calories.)
5. Makes the tenderest and flakiest pie crust.
6. Makes the tenderest and flakiest biscuits and other quickbreads.
7. Adds shortening and flavor to light breads and rolls.
8. Makes feathery cakes with excellent flavor and keeping qualities.
9. Is a good fat for frying.
10. Is an all-purpose shortening.
11. Is the most economical fat to use: Is 100% fat; Has greatest shortening power; Less may be used.

CHAPTER 8

Plan for a Combination Equipment and Food Lecture-Demonstration

THE PLAN for this equipment and food lecture-demonstration was arranged by the Home Service Department of the Oklahoma Natural Gas Company, Tulsa, Oklahoma. It is used here as an excellent example of the detailed planning necessary for the presentation of a lecture-demonstration. The recipe sheet entitled "Cookery Communiques" was made interesting by the use of red and blue printing on white paper. This program was planned for the use of two gas ranges and one gas refrigerator, and the list of needed equipment is the only thing omitted in the plan. As this is a combination equipment and food demonstration, the equipment should be arranged so that it will be displayed to the best advantage. The plan suggested in Figure 8 would be a good one to follow.

The plan is self-explanatory and follows many of the suggestions made earlier for necessary detailed planning. It goes even a step further — the entire script is written out instead of just outlined. It is not recommended that an entire lecture be memorized, but writing it out will impress, on the beginner especially, all of the necessary material to be covered and its relation to the action. When one script is written to be used by several lecture-demonstrators as this one was, the injection of each individual personality will make each presentation different. This method of planning is frequently used in a large organization, and each lecturer is expected to make her presentation in her own individual way.

"COOKERY COMMUNIQUES"

BY THE

HOME SERVICE DEPARTMENT

OF THE

OKLAHOMA NATURAL GAS COMPANY

COOKED CEREAL DE LUXE No. 1

- 1 c. evaporated milk
- 1½ c. water
- ½ t. salt
- ½ c. whole-grain or enriched cereal (quick-cooking type)
- ½ c. seedless raisins
- ¼ c. brown sugar, firmly packed
- ¼ t. cinnamon

Heat evaporated milk and water to boiling over low flame. Add salt, and gradually stir in cereal and raisins, and cook, stirring the length of time directed on cereal package. Stir in sugar and cinnamon, and serve at once, with cream or top milk.

HAM AND EGG CUPS No. 2

Line bottom and sides of custard cups or muffin pans with thin slices cooked ham; overlap edges. Drop raw egg into each cup. Bake in moderate gas oven 325° F. for 15–20 mins. or until set. Loosen ham from sides and lift out. Serve with hot muffins.

ALL BRAN GRIDDLE CAKES No. 3

- 2 eggs
- ¼ c. sugar
- 2¼ c. milk
- 3 c. flour
- 2 T. baking powder
- 1½ t. salt
- ⅓ c. melted shortening
- ½ c. All Bran

Beat eggs; add sugar; beat until light; add milk and mix well. Sift flour with baking powder and salt; add to the first mixture, stirring until the flour disappears. Add melted and cooled shortening, mixing carefully. Fold in bran. Bake on hot griddle, turning only once.

TWO EGG CAKE No. 4

- 2½ c. flour
- 1 T. baking powder
- ½ t. salt
- ½ c. shortening
- 1⅓ c. corn syrup
- 2 eggs
- 1 t. vanilla
- ¾ c. milk

Sift flour, baking powder, and salt together. Cream shortening to soften and add corn syrup, mixing thoroughly. Add beaten eggs and mix well. Add flavoring. Add sifted dry ingredients and milk alternately. Beat well. Bake in greased pans lined with waxed paper in moderate gas oven, 375° F. for 25 minutes.

TWO-IN-ONE BUTTER No. 5

- 1 lb. butter
- 1 pt. milk
- 1 envelope Knox sparkling gelatin

Soak gelatin in ¼ c. of the milk for 5 minutes. Then place in a dish of hot water and stir until gelatin is thoroughly dissolved. Cut the butter into small pieces and place it in a dish over hot water until the butter is quite soft. Gradually whip the milk and gelatin into the butter with

rotary beater. After the milk is thoroughly beaten into the butter, add salt to taste. If milk bubbles appear, keep on beating until milk is all mixed in. Place in gas refrigerator until cold and firm.

QUICK FUDGE SAUCE No. 6

¾ c. light corn syrup
2 sqs. unsweetened chocolate
$1\frac{1}{16}$ t. salt
½ t. vanilla

Heat corn syrup, chocolate and salt over gas simmer flame until chocolate is melted. Cool slightly. Serve hot over ice cream, or as a cake or pudding sauce.

EASY-TO-MAKE PASTRY No. 7

2 c. sifted flour
1 t. salt
⅔ c. shortening
¼ c. water

Sift flour and salt into bowl. Take out ⅓ c. of this flour and mix with the ¼ c. of water to form a paste. Add shortening to remaining flour and cut in with knives, fork, or pastry blender until the pieces are the size of small peas. Add flour paste to shortening-flour mixture and mix thoroughly until the dough comes together and can be shaped into a ball. (Shaping into a ball in waxed paper prevents warm hands from coming in contact with pastry.) Divide in half and roll out both crusts about ⅛" thick.

MERINGUE FOR PIES No. 8

2 egg whites
¼ t. salt
¼ t. extract, or
1 t. lemon juice
4 T. corn syrup

Add salt and flavoring to eggs, then beat to a stiff foam. Add corn syrup in 1 tablespoon portions, beating after each addition. With the last corn syrup, beat until the mixture piles well. Spread on pie and bake in moderate gas oven, 350° F. 10 to 12 mins. until delicately browned.

GOLDEN POTATOES No. 9

4 medium pared potatoes, halved
4 medium scraped carrots, diced

Cook potatoes and carrots with ⅔ c. water in tightly covered pan for 20 to 25 minutes. Mash, add 2 T. soft butter, and season to taste. Add about ½ c. milk and whip until light and fluffy.

BEEF BRISKET AND ONION SAUCE No. 10

3 to 4 lbs. beef brisket
1 carrot, diced
1 onion, diced
bread crumbs
1 egg
few cloves
Salt and pepper

Pour 3 c. boiling water over brisket, add diced vegetables, cloves, salt and pepper. Cover, simmer gently 3 hours or until tender. Remove

from liquid and place in shallow baking dish. Beat egg slightly, spread over brisket and sprinkle with crumbs. Brown in gas oven, 375° F. Serve with Onion Sauce.

Onion Sauce

Brown 1 T. sugar in 1 T. shortening. Add 2 onions, diced, and cook. Add 1 T. flour and brown a little more. Add 1 c. brisket broth, 1 T. vinegar, and salt. Cook until a smooth, creamy, brown sauce results. Put through a strainer and serve with brisket.

BARBECUED STEAK SANDWICH — No. 11

4 T. ketchup
3 T. vinegar
1½ T. fat or salad oil
2 T. water
2 t. Worcestershire sauce
¼ t. salt
4 cube steaks
4 slices bread
2 T. butter

Combine ketchup, vinegar, fat or salad oil, water, Worcestershire sauce, salt; heat. Pour over steaks; let stand 15 minutes. Drain, reserving sauce. Place steaks on rack 2″ below broiler unit or tip of flame; broil 5 minutes on each side, basting occasionally with sauce. Brown bread slices in butter; arrange steaks on bread.

TOASTED JAM SQUARES — No. 12

6 slices bread
4 T. strawberry jam
4 T. butter

Cut crusts from bread; toast and spread with butter and jam. Place under broiler until jam is heated. Serve hot.

STRAWBERRY BUTTER — No. 13

½ c. butter
¼ c. strawberry preserves
Few grains nutmeg
¾ t. grated lemon rind

Work the butter until soft, add preserves, nutmeg, and lemon rind. Place in gas refrigerator for 24 hours before using.

GRILLED HAM SANDWICH — No. 14

1½ c. grated cheese
¾ c. ham, finely ground
1½ t. prepared mustard
1½ t. grated horse-radish
1 can condensed tomato soup

Combine ingredients, mix thoroughly. Spread generous amount of mixture on slices of bread toasted on one side. Grill open sandwiches in broiler until lightly browned.

SUPER SALAD DRESSING — No. 15

2 shelled, hard-cooked eggs
½ t. powdered mustard
1¾ t. salt
¼ t. black pepper
¾ t. paprika
1 t. Worcestershire sauce
¼ c. vinegar
¾ c. salad oil
¼ c. minced onion
2 T. minced parsley

Mash egg yolks; add seasonings and vinegar. Add oil slowly, beating well. Add egg whites, chopped fine, onions, and parsley. Shake well before pouring over lettuce or greens.

WHOLE WHEAT BREAD AND BISCUITS No. 16

- 1½ c. milk
- 2 T. shortening
- 2 t. salt
- 1 yeast cake
- 2 T. brown sugar
- 3 c. whole wheat flour

Scald milk in top of double boiler with shortening, and salt. Crumble yeast cake in a cup and add brown sugar and let stand until yeast is dissolved. Cool milk to lukewarm, add yeast and sugar and enough flour to make a soft dough. Turn out on pastry cloth and knead for 10 minutes. Let rise until light (3 hrs.); knead again for 5 minutes. Put ⅔ in greased bread pan and shape the rest in small biscuits. Again let rise and bake in gas oven, 375° F. for 50 minutes. Bake biscuits in gas oven, 425° F. for 15 minutes.

AMBROSIA FRUIT RING No. 17

- 2 envelopes unflavored gelatin
- 1 c. cold water
- 1 c. boiling water
- 1½ c. orange juice
- Juice of 1 lemon
- 2 T. sugar
- 4 c. fresh or canned fruit, mixed with
- ½ c. grated cocoanut

Soak gelatin in cold water, and dissolve in hot water. Stir until completely dissolved. Add sugar. Cool, and then add orange and lemon juice. Chill until syrupy, and pour into well greased ring mold. Chill in gas refrigerator until firm. Turn out on a glass chop plate and fill center with a mixture of cut fruit and cocoanut. Attractive combination of fruit is orange sections, pineapple tidbits, diced unpeeled apples, and sweetened cherries. Serve with fruit salad dressing.

CARAMEL ICE CREAM No. 18

- 20 small caramels
- ½ pt. cream, whipped
- 1 c. milk
- ½ t. vanilla

Melt candy in milk over a simmer gas flame. Cool. Fold in whipped cream and vanilla. Freeze in gas refrigerator.

KRAFT CARAMEL PIE No. 19

- 20 small caramels
- 2 c. milk
- 2 eggs
- 4 T. flour
- 1 t. vanilla
- 1¹⁄₁₆ t. salt

Pour milk over caramels and melt over simmer flame. Add flour and salt that have been thoroughly mixed. Cook until thickened. Add some of mixture to well beaten egg yolk. Then pour slowly into the mixture again and cook 2 minutes longer. Cool and pour into pie shell.

CANNING TOMATOES No. 20

Scald tomatoes in boiling water 1 minute. Soak in cold water one minute — peel, core, quarter, and pack into clean jars. Add no water. Add teaspoon of salt to each quart jar if desired. Seal according to the type of jar you are using. Process 35 min. in hot water bath, 10 min. in pressure cooker at 5 lb. pressure, or 75 min. in gas oven, 250° F.

PECAN CONFECTIONS No. 21

1 egg white
1 c. brown sugar
1 T. flour
1 c. chopped pecans
pinch of salt

Beat egg white to a stiff froth, gradually add the brown sugar, flour and salt. Stir in the pecans. Drop on greased cookie sheet by small spoonfuls far apart. Bake in a slow gas oven, 325° F. for 15 mins. Remove from cookie sheet when partly cooled.

MOCK CATFISH No. 22

1 c. hominy flakes
2 c. water
2 t. salt
1 c. salmon

To two cups of boiling water to which the salt has been added, add the hominy flakes, a small amount at a time. Cook three minutes over direct flame. Remove from flame. Stir in the flaked salmon. Mold in a square pan — cool until set. Slice, roll in corn meal, and fry in small amount of fat until brown. To broil: brush with fat and broil until delicately brown.

HOMINY FLAKE CROQUETTES No. 23

2 c. hominy flakes
4 c. water
2 t. salt

Bring water to boil, add hominy flakes and salt. Cook at rolling boil until tender, about 10–12 mins.

Make cheese sauce of the following:

1 T. butter
1½ T. flour
¼ t. mustard
¼ t. salt
½ t. Worcestershire sauce
⅔ c. milk (or ⅓ c. water and ⅓ c. evaporated milk)
⅓ c. grated American cheese

Melt butter, add fat, blend smooth, add salt, mustard, and Worcestershire sauce. Add milk gradually and cook until thickened, stirring constantly. Add cheese; stir until melted. Mix with cooked, drained hominy flakes. Add ½ c. cracker crumbs. Dip by spoonfuls into a sheet of cracker crumbs, shape into rolls, cones, or balls, roll in cracker crumbs, and fry in deep fat till brown. May be served with extra cheese sauce if desired.

When recipe calls for 1 cup granulated sugar you may substitute in accordance with the following table:

	Molasses	*Maple Syrup*	*Honey*	*Corn Sugar*
Amount	1 cup	1½ cups — reduce liquid by ½.	1 cup — reduce liquid by ¼.	1 cup — reduce liquid by ⅓.
When used in baking (Acidity)	Add ½ t. soda for each cup.	Add ¼ t. soda for each cup.		
For comparable sweetness	1½ cups = 1 c. granulated sugar.	1½ cups = 1 c. granulated sugar.	¾ cup = 1 c. granulated sugar.	2 cups = 1 c. granulated sugar.
Miscellaneous notes	Cakes heavier, but stay moist longer.	Good on cereals, in puddings, sauces.	Thickness of honey must be taken into consideration in any substitution.	Good in custards, muffins, drop cookies, cakes, frostings, and in preserving fruits.

FIRST DAY

Preparation in District Office

1. Purchase and wash green beans.
2. Make barbecue sauce for sandwiches.
3. Prepare 1 recipe of pastry and have in waxed paper ready to roll out.
4. Bake whole wheat bread.
5. Make two-in-one butter.
6. Prepare onion sauce.
7. Prepare ham sandwich spread.
8. Prepare mock catfish mold.
9. Make super salad dressing.

Groceries to Purchase in District Town

1 package dried mixed fruits just to show, 1 pound green beans, Beef Brisket.

Advance Preparation

1. 30 minutes before school, put prunes and apricots to soak in covered sauce pan.
2. Arrange ham slices in custard cups.
3. Open can of tomato juice and place in refrigerator.
4. Make pie shell and bake.
5. Make pie filling — 2 boxes.
6. Pare 1 lb. potatoes, halve, and place in water.
7. Scrape ½ lb. carrots, dice, and place in water.
8. Start brisket cooking at 11:30.
9. Make ice cream.
10. Slice mock catfish and place in refrigerator in wax paper.

11. Cream 4 T. butter.
12. Put steak in flat pan of barbecue sauce to marinate just before demonstration.
13. Be sure cauliflower, spinach, and beets are stored whole in refrigerator — have extra ones chopped behind stage for use in school.
14. Have green beans washed and stored in refrigerator.

Maid Instruction During School

1. Food I — Breakfast
   a. Bring and remove tray.
   b. Arrange breakfast plate for display.
2. Food II — Cake and Sauce
   a. Bring and remove tray.
   b. Remove cakes from pans.
   c. Cut 1 piece and pour sauce over.
3. Food III — Pie and filling and meringue
   a. Bring and remove tray.
4. Food IV — Golden Potatoes
   a. Remove potatoes and carrots from water, place in covered stew pan, and place on tray 4. After cooking, arrange on platter with beef brisket.
5. Food V — Beef brisket and onion sauce
   a. Bring and remove tray. Director will give you platter with beef brisket to which you will add golden potatoes and green beans.
6. Food VI — Green Beans
   a. After cooking, place on platter with brisket.
   b. Director will send out vegetables for salad to be fixed.
7. Food VII — Broiler combination tray — placed on sink shelf.
8. Food VIII — Vegetable Salad
   a. Send in prepared vegetables — also salad plate, tongs, tablespoon.
9. Food IX — Whole Wheat Bread
   a. Place on display plate and put in sink.
10. Food X — Ambrosia Fruit Salad
    a. Nothing.
11. Food XI — Caramel Ice Cream
    a. Nothing.
12. Food XII — Canning
    a. Bring and remove tray.
13. Food XIII — Popcorn
    a. Strain popcorn and save fat for future use.

Order of Presentation of Foods for the First Day

1. Cereal De Luxe
2. Mixed Dried Fruits
3. Ham and Egg Cups — Oven 1
4. Griddle Cakes

5. Two-in-one Butter talk (stored in refrigerator to show)
6. Tomato Juice (in refrigerator)
7. Two Egg Cake
8. Quick Fudge Sauce
   Show two-in-one butter (in refrigerator)
9. Pie Crust — 1 baked
10. Butterscotch filling in refrigerator
11. Meringue
12. Potatoes and Carrots
13. Beef Brisket — Oven 2
14. Onion Sauce (made in advance) — Show
15. Green Beans — Semiwaterless method
16. Broiler Combination
17. Vegetable Salad and Super Dressing
18. Whole Wheat Bread
19. Ambrosia Fruit Salad
20. Caramel Ice Cream
21. Canning Tomatoes
22. Popcorn

Tray 1. Breakfast

Part 1. Cooked Cereal De Luxe

1 c. evaporated milk
1 glass measuring cup
Water in saucepan for cereal
1 saucepan
1 wooden spoon
½ t. salt
½ c. whole grain cereal
¼ c. seedless raisins
¼ c. brown sugar
¼ t. cinnamon

Part 2. Tomato Juice

1 glass for tomato juice
1 can tomato juice stored in Electrolux

Part 3. Mixed Dried Fruits

Mixed dried fruits in water in saucepan with lid (in sink)

Part 4. Ham and Egg Cups

6 custard cups and rack
Cups lined with ham
1 knife to break egg
Salt and pepper
6 eggs stored in Electrolux

Part 5. All Bran Griddle Cakes

2 eggs in Electrolux
¼ c. sugar (in wax paper)
3 c. flour, 2 T. baking powder, ½ t. salt sifted together (in wax paper)
½ c. All Bran (in wax paper)
⅓ c. melted shortening
1 large mixing bowl
1 glass measuring cup
1 pancake turner
1 griddle on range

Tray 2. Cake and Sauce

2½ c. flour, 1 T. baking powder, ½ t. salt sifted in wax paper
½ c. two-in-one butter in mixing bowl (creamed)
⅓ c. corn syrup in small bowl
1 rubber scraper
1 wooden spoon
Bottle vanilla
1 set measuring spoons
Two 9″ cake pans, greased
Quick Fudge Sauce ingredients in pan
1 egg beater
2 eggs
1 glass measuring cup
Egg in Electrolux
Milk in Electrolux

Tray 3. Pie Pastry and Meringue

1 pie shell, baked
2 c. sifted flour, 1 t. salt in mixing bowl
⅔ c. shortening in waxed paper
⅓ c. measuring cup
2 rubber scrapers
Pastry blender
1 small bowl
1 glass measuring cup
Small spoon
Piece of wax paper for shaping dough
1 box vanilla and 1 box chocolate custard mix of different brands to show
Mixing bowl with 2 egg whites
1 rotary egg beater
1 tablespoon measure
4 T. corn syrup in cup
Water (cold) in sink
Butterscotch filling in Electrolux

Tray 4. Golden Potatoes

Potatoes and carrots in stew pan with lid
Glass measuring cup
1 pan hot water on range

Tray 5. Beef Brisket

Shallow roasting pan
2 sets tongs to lift brisket out
1 small bowl and fork to beat egg
Bread crumbs in wax paper
Spoon
Onion sauce in pan to be heated

Tray 6. Green Beans

1 saucepan with lid
Green beans in vegetable freshener
Hot water on range
Glass measuring cup

TRAY LISTS

Food VII — Broiler Combinations

6 slices buttered, toasted bread (crusts cut off)
2 T. strawberry jam in jar
3 case knives
1 spoon
Tongs
Spatula (wide)
Mock catfish in Electrolux
Ham and cheese mixture in Electrolux
Pan of melted butter (on range)
Brush (in pan of butter)
2 cube steaks soaking in sauce (in refrigerator)
Brush for barbecue sauce
1 large display plate or 4 individual plates for each serving

Food VIII — Vegetable Salad

Salad plate
Lettuce leaf (in refrigerator)
Vegetables (in refrigerator)
Chopped vegetables in sink
Dressing (in refrigerator in capped jar)

Food IX — Ambrosia Fruit Salad

Chop Plate
Lettuce leaves (in refrigerator)
Pitcher hot water
Mixed fruit (in refrigerator) strained
Strainer and bowl
2 wooden spoons
Cake knife

Food X — Tray Caramel Ice Cream

1 sherbet dish and plate
Spoon

Food XI — Popcorn

1 saucepan with fat on range
Popcorn in measuring cup
Strainer
2 mixing bowls
Salt
1 wooden spoon

Food XII — Canning

6–8 tomatoes (peeled) in large bowl
Pan for sterilizing jar lid
Jar (inverted on clean cloth)
Tongs and paring knife
Measuring cup
Spatula
Salt
Tea Towel
1 wide-mouth jar funnel
5 empty jars

First Day General Procedure

1. *Cereal De Luxe*
   a. Measure 1 c. evaporated milk. Place in saucepan, add 1½ c. water. Place over low flame and bring to boiling point.
   b. Add salt (measured in advance) and gradually stir in cereal and raisins (both measured in advance).
   c. Cook, stirring, the length of time directed on cereal package.
   d. Stir in brown sugar and cinnamon.
   e. Remove from flame.
   f. Arrange serving of cereal in individual dish, place on display table.
2. *Mixed Dried Fruits*
   a. Place utensil containing dried fruits on range. (These have been soaking 30 minutes.)
   b. Cook over low flame 25 minutes (set minute minder).
3. *Ham and Egg Cups*
   a. Add egg to each ham cup.
   b. Place in Oven 1 for 20 minutes.
   c. Bake 15 to 20 minutes at 325° F. Set minute minder.

4. *All Bran Griddle Cakes*
   a. Beat eggs, add sugar and milk.
   b. Add sifted dry ingredients.
   c. Add melted, cooled shortening.
   d. Mix in bran.
   e. Place griddle on top burner.
   f. Bake cakes. (Turn once.)
   g. Remove cakes from grid on platter, and butter with two-in-one butter.

5. *Two Egg Cake*
   a. Add corn syrup to already creamed two-in-one butter.
   b. Add beaten eggs and mix well.
   c. Add flavoring.
   d. Add sifted dry ingredients and milk alternately.
   e. Pour into greased pans.
   f. Light the oven.
   g. Place in 375° F. oven.
   h. Set minute minder for 25 minutes.

6. *Tomato Juice*
   a. Take can of tomato juice from Electrolux.
   b. Pour into glass.

7. *Quick Fudge Sauce*
   a. Pour corn syrup in saucepan.
   b. Add 2 squares unsweetened chocolate, salt, and vanilla.
   c. Set over simmer flame.
   d. Set minute minder for 5 minutes.

8. *Easy-to-make Pastry*
   a. Have sifted flour and salt in bowl.
   b. Take out ⅓ c. flour and mix with ¼ c. water to form paste.
   c. Cut shortening into remaining flour.
   d. Add flour paste and mix thoroughly.
   e. Shape into ball in wax paper, and store in refrigerator.
   f. Show baked pie shell, and fill with butterscotch filling from refrigerator.

9. *Meringue for Pie*
   Obtain tray
   a. Add salt and flavoring to egg whites.
   b. Beat to stiff foam.
   c. Add corn syrup (in 1 T. portions).
   d. Spread on butterscotch pie.
   e. Set in 350° F. oven.
   f. Set minute minder for 10 minutes.

10. *Golden Potatoes*
   a. Obtain tray that has potatoes and carrots in saucepan.
   b. Add ⅔ c. water.
   c. Let water come to boil (takes about 2 minutes).
   d. Set minute minder for 20 minutes.

11. *Beef Brisket*
    a. Remove the brisket from kettle on top of range.
    b. Place in shallow baking dish.
    c. Brush with beaten egg.
    d. Sprinkle with crumbs.
    e. Place in 375° F. oven.
    f. Set minute minder for 15 minutes.
12. *Onion Sauce*
    a. When brisket comes from oven, turn off oven to cool for canning tomatoes.
    b. Show onion sauce.
13. *Green Beans*
    a. Take green beans from Dew-Action Vegetable Freshener.
    b. Place in saucepan.
    c. Add water.
    d. Set on range.
    e. Let water come to boil (2 minutes).
    f. Set minute minder for 30 minutes.
14. *Broiler Tray*
    a. Light broiler burner.
    b. Take cold broiler rack to demonstration table.
    c. Take steaks, ham mixture, and mock catfish from Electrolux.
    d. Place steaks on broiler rack.
    e. Slice mock catfish and place on rack. Brush with melted fat.
    f. Return broiler rack to broiler compartment and set minute minder for 5 minutes.
    g. Spread ham mixture on toasted bread and place on rack.
    h. Spread jam on toasted squares.
    i. When minute minder rings, turn steaks and mock catfish.
    j. Place grilled ham sandwiches and toasted jam squares on broiler rack.
    k. Set minute minder for 3 to 5 minutes.
    l. Remove when minute minder rings and place on serving dish.
15. *Vegetable Salad*
    a. Remove vegetables from Dew-Action Vegetable Freshener (spinach, cauliflower, and beets).
    b. Remove Super Salad Dressing from Electrolux.
    c. Send vegetables back to maid to be chopped. (Have some chopped backstage and take out of sink after vegetable chatter.)
    d. Arrange on salad dish and add Super Salad Dressing.
16. *Whole Wheat Bread and Biscuits*
    a. Show loaf of baked bread.
17. *Ambrosia Fruit Salad*
    a. Remove salad mold from Electrolux, also bowl of extra fruits.
    b. Take lettuce cups from vegetable freshener.
    c. Arrange lettuce on chop plate.
    d. Unmold Ambrosia Fruit Ring.
    e. Fill center of ring mold with fresh fruits.

18. *Caramel Ice Cream*
    a. Remove caramel ice cream from freezing unit.
    b. Spoon into sherbet dish and display.
19. *Assemble three meals for an adequate daily diet.*
    a. Breakfast, lunch, and dinner.
20. *Set pan of fat on low flame to melt for popcorn.* (Explain later.)
21. *Can Tomatoes*
    a. Obtain tray with canning equipment.
    b. Quarter-peel tomatoes and place in sterilized jar.
    c. Wipe the mouth of jar free from seeds.
    d. Dip the self-seal lids in boiling water.
    e. Place jar lids on and screw bands on tightly.
    f. Light oven and set oven control at 250° F.
    g. Place on oven rack.
    h. Place other jars on rack to show the correct placement of jars in oven.
    i. Set minute minder for 1 hour and explain about resetting for 15 minutes.
22. *Popcorn*
    a. Measure ⅔ c. popcorn and pour into melted, hot fat.
    b. After corn is popped pour into strainer and serve in large mixing bowl.

First Day — Grocery List

Meats:

6 slices thin ham
3–4 pounds beef brisket
4 cube steaks
1 pound ground ham

Dairy Products:

½ pint whipping cream
3 quarts milk
1 pound butter
1 yeast cake
2 dozen eggs
2 pounds American cheese

Canned Goods:

1 c. evaporated milk
1 small can tomato juice
2½ c. corn syrup
1 can pineapple tidbits
1 can Royal Ann cherries
1 can salmon

Vegetables and fruits (fresh and dried):

½ pound prunes
½ pound apricots
1 package dried mixed fruits (district office)
4 onions
2 pounds green beans (district office)
1 pound potatoes
1 bunch carrots
9 oranges
3 lemons
2 apples
6–8 tomatoes
1 head lettuce
parsley
6 scallions

Staples:

- 1 box popcorn
- 5-pound sack flour
- box of salt
- 3-pound can of shortening
- ½ c. all-bran
- ½ c. quick cooking oats
- 1 c. whole wheat flour
- 1 loaf bread
- ½ c. grated cocoanut
- 1 box Knox gelatin
- 1 box seedless raisins
- 2 squares unsweetened chocolate
- 1 box bread crumbs
- 1 box wax paper
- 2 boxes butterscotch pudding
- 1 box chocolate, and 1 vanilla pudding of different brand, to buy only at first school and show
- 1 c. hominy flakes

Seasonings:

- dry mustard
- paprika
- Worcestershire sauce
- pepper
- 1 jar strawberry jam
- 1 small bottle ketchup
- prepared mustard
- horseradish
- vanilla
- 1½ T. salad oil
- 4 T. vinegar
- salt
- 5 T. baking powder
- cloves
- cinnamon

Sugar and Substitutes:

- 20 small caramels
- 2½ c. light corn syrup
- 1 c. sugar
- 1 c. plus 1 T. honey
- 1 box brown sugar

First Day — Menus

Breakfast

Tomato Juice
Griddle Cakes Syrup
Ham and Egg Cups
Coffee Milk

Other Suggestions:
1. Cereal De Luxe
2. Mixed dried fruits

Lunch or Supper

Broiled Meat Sandwiches
Vegetable Salad and Super Dressing
Two Egg Cake Quick Fudge Sauce
Milk for all

Dinner

Beef Brisket with Onion Sauce
Green Beans Golden Potatoes
Ambrosia Fruit Salad Whole Wheat Bread
Caramel Ice Cream
Milk Coffee

Other Suggestions:
1. Butterscotch Pie

Menus are not printed on recipe sheets because the recipes do not present an adequate daily menu pattern. At completion of demonstration assemble foods into three separate meals.

FIRST DAY SCRIPT

Put on Pinafore

The Home Service Department of the Oklahoma Natural Gas Company brings to you "Cooking Communiqués," last minute flashes on how to do what's new. The health and strength of the nation depend on each individual citizen. In this assertion there is a challenge to every homemaker to keep her family fit. So let's put on our pinafores or aprons and go to work to be scientific as well as good cooks. Theories about cooking have been traditionally handed down through generations, but new discoveries of science show many of them to be very wasteful of food values and therefore extravagant.

Refer to chart. A most important communiqué is the list of essential foods. Today we are going to prepare for you three balanced meals, showing you that foods can be good to eat as well as good for you. It should take no coaxing to make the family eat foods which are properly prepared. Let us discard old-fashioned ideas about cooking foods and adopt the new tested theories.

Our gas appliances are front line forces in our fight for better health through better planned and properly prepared meals. Whether your gas appliances are old or new, they will be more efficient, more economical to use, and give better service if a little elbow grease is applied to keep them clean. Make it a point to know how to use every part of your range, and always have it properly adjusted. This will measurably increase the life of your range.

Meals should be planned for the day rather than one meal at a time. Of first importance is breakfast to start the day right. The name "breakfast" suggests that the meal actually breaks a "fast" of at least ten or twelve hours.

Cereal

Read breakfast menu and refer to recipes on the recipe sheet. The first communiqué that we have to report to you today concerns breakfast cereal. The recipe, "Cereal De Luxe," is just that — cereal that is something special. If your family is not of the cereal-eating type, perhaps this will persuade them to eat more cereal. Cereal is one of the daily food requirements, and this special communiqué gives you a new method of preparation. *Refer to Recipe No. 1.* This is not part of today's breakfast menu, but rather an extra suggestion for you to use. *Refer to chart.* You may wonder why the recipe and the chart of essential foods specify enriched cereal. Have you been nervous, irritable, and not up to par lately? If you have, then perhaps you lack Vitamin B in your diet. This is the vitamin in whole grain and enriched cereals. When you buy cereal

or bread, be sure to look on the wrapper to see what has been added, for the term enriched means that valuable nutrients have been added. Most grocery stores have these in stock, so be sure to call for the enriched product that will give your family added vitamin values.

This cereal is to be cooked in milk, which will be heated over a simmer or very low flame to the boiling temperature before adding the cereal. We are adding the salt now. Using milk in cooking this cereal adds food value. The evaporated milk which is being used today is less expensive than fresh milk, and can be used for cooking by diluting it with equal parts of water. Milk is the best bargain we can buy because it is a valuable source of protein, the food element which builds body tissue, and the best source of calcium, which builds strong bones and teeth. Milk included in cooking can be counted as part of the daily food requirement.

Mix evaporated milk and water and place on top burner. Add salt.

Refer to food chart. Mention amounts for adults and children.

The flavor of this Cereal De Luxe is appealing. The addition of raisins adds another food value — iron, which is an important contribution of dried fruits. Iron is the mineral that builds red blood cells, helps us to be more energetic, and gives us a healthy color and a feeling of fitness.

When milk begins to boil, add cereal and raisins. Stir for some minutes.

We are adding cinnamon for extra flavor. As is often said, the secret of cooking is in the seasoning. This will intrigue the appetites of grownups and children alike.

Stir in cinnamon.

It takes such a short time for this quick cereal — for it is now ready to be served. Always serve it piping hot.

Pour some cereal in one serving dish.

Dried Fruits

To soak or not to soak dried fruits is a question often asked. Either way you will have a dessert or breakfast fruit high in iron and Vitamins A and B. The long-soaking, short-cooking method saves a few more vitamins (because it is not necessary to cook the dried fruits so long, and as you know some vitamins are destroyed by heat or long cooking), but either may be used. *Always cook dried fruits* in the water in which they were soaked.

A new method of serving dried fruits is to mix two or more kinds. They can be bought already mixed in a special package. They may not yet be available in this form in your local stores, but your grocer can get them for you if enough of you ask for them. This combination consists of one-half pound dried apricots and one-half pound dried prunes. It has been soaked for one-half hour.

Show package.

These fruits are placed with one-half cup water over a high flame, which is to be turned down after the water comes to a boil. The increase of food value of dried fruit over that of fresh is apparent when we consider that it takes five and one-half pounds of fresh apricots to make

***Set saucepan** on top burner and turn on full.*

one pound of the dried fruit. In mineral content also, dried fruits benefit by the evaporation of water, which is the principal effect of drying. In addition to iron, which is essential for healthy blood cells, dried fruits contain Vitamin A, the vitamin which increases resistance to disease and prevents infection of lung and eye tissues.

Turn burner to simmer position. Set minute minder for 25 minutes.

Now that the water has started boiling, turn down to a low or simmer flame, which conserves gas. In using our gas ranges, we can be thankful for a flexible fuel that can provide instant high heat, or a very low flame, whichever is best for the food we are preparing. Remember always to turn the flame down after the liquid has reached the boiling point because this not only saves gas, but less water is needed in cooking fruits or vegetables over a low flame.

Ham and Egg Cups

Point to it.

Refer to Recipe No. 2.

Point to chart.

According to our chart of daily food essentials, each of us needs an egg a day or three or four a week. One of the best ways they can be included is in the breakfast menu. Ham and eggs baked together in custard cups provide a protein dish for breakfast or luncheon. Protein is needed in the diet for building body tissues. That is the reason we need one serving of meat, fish, or poultry every day.

Obtain eggs from Electrolux.

The ham for these Ham and Egg Cups has been placed in the cups, and the eggs are stored in the refrigerator. Eggs, like all perishable foods, should be refrigerated at all times to keep them fresh by preventing loss of food value.

Break eggs in Ham Cups.

Light the oven and set oven control at 325°.

Place ham and eggs in the oven and set minute minder for 25 minutes.

In breaking eggs, the use of a case knife prevents jagged edges that would pierce the yolk. Then the eggs are sprinkled with salt and pepper, and baked at 325° F. for 25 minutes. Low temperatures should always be used for cooking protein foods such as eggs and milk, for high temperatures cause them to become tough. You will notice that the oven door was left open for a minute or two after lighting the oven. The reason for this was to prevent moisture from forming inside the oven. This moisture, if allowed to form each time the oven is lighted, will eventually cause the oven to rust, and thus shorten the life of your range.

All Bran Griddle Cakes

Point to food chart.

You can partially fulfill the daily food requirement of two whole grain or enriched cereals each day, by serving All Bran Griddle Cakes for breakfast. Nothing could be more popular with a family of hard-working Americans, for griddle cakes have a satisfying quality found in few forms of breakfast breads or cereals. The all bran contained in this recipe has added Vitamin B_1, the morale

vitamin. In buying cereals, always choose those which are whole grain cereals or have Vitamin B_1 added to replace that which was lost in the milling process.

Refer to Recipe No. 3.

The eggs are beaten until light. The sugar is added and beaten thoroughly, and the milk mixed with it. The dry ingredients have previously been sifted together, and are stirred into the first mixture until the flour disappears. The melted shortening, which has been melted and cooled in order to blend easily, is added last and mixed in carefully. Fold in the all bran. The griddle is on the range, and it takes only a few minutes to heat it to the right temperature, since gas gives instant heat. An important principle to be observed in baking evenly browned griddle cakes is to have the griddle at exactly the right temperature.

Take eggs from Electrolux and break in bowl and beat.

Add dry ingredients. Add shortening and all bran. Turn on top burner.

To serve with these griddle cakes, you can make a quick brown sugar syrup, consisting of one cup brown sugar and one-half cup water, and a little cinnamon for extra flavor. This is less expensive than ready-prepared syrup.

Two-in-one Butter

Stored in the refrigerator is a special kind of butter—Two-in-one Butter. Perform a bit of magic by making two pounds of butter from one. First the gelatin was soaked in milk, and dissolved. The one pound of butter was creamed until quite soft, and the milk and gelatin whipped gradually into the butter with beater or electric mixer. After the milk was beaten in, salt was added to taste. This mixture looks and tastes exactly like butter, the only difference being in the fat and Vitamin A content. This can be used the same as butter. If you prefer a deeper yellow color you may add butter coloring. This makes light, fluffy cakes, is delicious as vegetable seasoning, and tastes just like ordinary butter when used on hot rolls and the like. For those of you who are having to watch your calories, this is a case of having your cake and eating it too, for of course the calorie content of this butter is cut in half, at no sacrifice of flavor. The added milk does contain some fuel value, but not as much as butter. We are going to use this Two-in-one Butter on the griddle cakes as well as in cake mixtures, vegetable seasonings, and other things later this afternoon.

Go to Electrolux and remove Two-in-one Butter. Refer to Recipe No. 5.

Now the griddle is hot. To test it, drop a little water on it. If the drops of water dance around and then disappear, the griddle is just right. If they sizzle, the griddle is too hot. To be doubly sure the temperature is right, a small test cake can be made.

Drop water on griddle.

Make the griddle cakes the size you prefer, and bake only as many at a time as the griddle will hold without crowding. Pour the batter on the griddle in a continuous stream. It

Pour batter.

will spread and make a round cake without help, unless the batter is extremely thick.

Turn griddle cakes.

Turn the griddle cakes when bubbles stop rising and begin to burst all over the surface of the cakes. Turn quickly and deftly with a pancake turner or a broad-bladed spatula.

Use chart.

For the breakfast menu that we planned let's check each food to see how it fulfills the daily food requirements.

Remove can of tomato juice from Electrolux and pour into glass.

1. *Tomato Juice* — provides Vitamin C. You can see that this gives the one serving of citrus fruit or tomato juice for today. The can may be stored in refrigerator.

Hold up rack with Ham and Egg Cups.

2. *Ham and Egg Cups* — "An Egg a Day" — for protein (body building) and vitamins and minerals.

Remove Griddle Cakes from top burner and spread with Two-in-one Butter. Hold up dish of cereal.

3. *Griddle Cakes* — Whole grain or enriched cereal. They also include starch for energy value, and a small amount of egg and milk. Or as a suggested substitute for the Griddle Cakes, we offer you another cereal food — and a delicious one: Cereal De Luxe!

4. Coffee is to be served only to adults. The children should always have milk.

The reward of such a meal is that it furnishes vim and vigor for starting a new day.

Two Egg Cake

Refer to Recipe No. 4.

Now for a cake communiqué. This is a simple two egg cake that takes care of part of the daily egg requirement and also makes use of two food substitutes. Corn syrup is substituted for sugar, and two-in-one butter is used for the shortening. This type of shortening makes a very nice fluffy cake and since butter adds a flavor incomparable to any other fat, this food stretcher is invaluable.

The butter does not require as much creaming with syrup as it would with sugar, because these two ingredients blend together easily. The beaten eggs are added and beaten into the mixture thoroughly before adding the other ingredients.

Add dry ingredients alternately with milk.

It is best to add a small amount of the dry ingredients first in mixing a cake, and we always end with dry ingredients. The dry ingredients have been measured and sifted together in this wax paper. The liquid mixture and the dry ingredients are then added alternately.

You notice that the recipe calls for only one-half cup of liquid. Originally, before the sugar rationing days, this

recipe called for one cup sugar and three-fourths of a cup of liquid. The sugar substitute in this case was of equal measure — one cup, but because of the liquid nature of the syrup, the milk has been reduced from three-fourths of a cup to one-half cup. You will find a table for sugar substitutes on your recipe sheet that will be helpful to you in making sugar substitutions for some of your own recipes.

Before the cake is placed in the oven, the oven is lighted and the door left open a few minutes so that the moisture in the warm circulating air will be carried outside of the oven and will not condense on the cold side walls and oven door.

Light oven and set control for 375°.

The excess moisture would eventually cause rusting of the metal in the oven and would mean a shorter life for your range. The range in your kitchen is an investment, and it is up to you to keep it clean and in proper working condition for long years of service. The porcelain exterior of the range should be wiped with a damp cloth after each meal, and the drip trays around the burners should be cleaned whenever food spills over into them. If food is not allowed to cook onto the trays, it is easily removed — use soap and water or a mild abrasive. If that delicious cherry pie you made last week cooked over in the oven and made stubborn stains, a little household ammonia will help make the cleaning job easier. Dampen a piece of newspaper with household ammonia and put it on the spots. Close the oven door and leave the paper in over night. Next morning remove the paper and use fine steel wool or another mild abrasive, and your oven will shine like new.

Do the racks in your oven sometimes stick because of a little rust? Try oiling the outside rods with some kind of cooking fat or oil, then heat the oven slightly to get rid of the smoke before you do your next cooking operation.

The oven has had sufficient time for the side walls to become warm so that the moisture in the air will not condense and cause it to rust; so we'll put the cakes in the oven and set the minute minder for 25 minutes to mind our minutes for us.

Quick Fudge Sauce

Another communiqué on saving sugar gives us this recipe for Quick Fudge Sauce made with chocolate and corn syrup. In this saucepan over a very low flame are the two ingredients. This sauce takes only a few minutes to prepare, and can be used on the Two Egg Cake, or as an ice cream or pudding sauce. With the flame low and the minute minder set we can go on to the next food.

Set minute minder for 25 minutes.

Pie Crust

Refer to Recipe No. 7.

For those of you who are self-conscious about your pie crusts because they are not tender and flaky, here is the solution to your problems. For a pie crust today, I am using the "easy-to-make pastry" recipe found on your sheets. This is a new method which does away with the frequent mistake of too much water and overmixing. Precision instruments such as graduated measuring cups, oven thermometers, minute minders, and heat regulators have taken the guesswork out of measurement and baking. The regulated heat of the oven insures an even golden brown. Pie is a dessert that will not only leave a satisfying, sweet taste in the mouth but can be as nutritious, as expensive, or inexpensive as the homemaker desires. The pastry itself is quite inexpensive and is an excellent energy builder.

Start the mixing process.

Fillings containing milk and eggs are most nutritious because, as we know, milk is one of the most nearly perfect foods, and eggs furnish some protein and valuable minerals and vitamins. Pies provide an excellent way to serve the family fruit, both canned and fresh. Fruits are valuable sources of vitamins and minerals.

Measure 1/3 c. flour into small bowl and add 1/4 c. water to make a paste.

The salt and flour have been sifted together here in this bowl — and, as you will note in reading the recipe, we measure out one-third cup of the flour and mix with one-fourth cup of water to form a paste. This eliminates the guesswork of how much water to add. Avoid overmixing the paste for this will toughen the crust. We will add the shortening to the remaining flour. By cutting the shortening into the flour particles until they are the size of small peas, we get a tender pastry in small, paper-thin flakes. Shortening in larger pieces makes a long-flake pastry, but a less tender one.

Cut fat into remaining flour with a pastry blender.

Put pastry ball in Electrolux.

Now we will add the paste mixture to the shortening and flour mixture. In order to keep warm hands from coming in contact with the dough, pick it up in wax paper and knead it lightly into a ball. The board or pastry canvas should be floured lightly to keep the dough from sticking. To save time we are not going to roll this pastry out — for we have already baked a pie shell into which we may put the pie filling and meringue. You will be able to see the finished product — and someone will get this pie to take home as a prize.

Show boxes of prepared mixtures.

For a pie filling I am using a box of butterscotch mix. This is a quick and easily prepared mixture that you may use when you are in a hurry. A prepared filling already has the sweetening agent in it; so it is also a good way to conserve sugar. To prepare this mixture, simply add two cups of milk to the powdered mixture and cook over a low

flame until it is thick. This is an excellent way to include part of the milk required in the daily food requirements. It is wise to make use of milk for cooking purposes in as many ways as possible in order to give each adult one pint of milk a day and each child one quart a day.

This butterscotch mixture has already been mixed and set in the refrigerator to cool, and is ready to go into the baked pie shell.

Pour butterscotch mixture into baked pie shell.

Pie Meringue

We have a grand dessert in store for you. It's an easy Butterscotch Pie — topped with a meringue you can well be proud of. For best meringue results the eggs used should be room temperature: they give a larger volume, and with less beating. But remember — overbeaten egg whites lose their elasticity and some of their leavening power, and cannot expand sufficiently when heated. Thus, it is safer to underbeat rather than overbeat egg whites. An underbeaten egg white doesn't contain the maximum amount of air, but is still elastic. If the egg is overbeaten, small white flecks appear. These flecks indicate the egg has coagulated just as if it had been cooked. It is difficult to tell when the egg is sufficiently beaten, but it still retains its shiny appearance and has small air bubbles that are very white. When the eggs appear this way, then "stay your hand."

Start beating egg whites.

Salt is added merely as a flavoring and can be added at the beginning of the beating period or when the eggs reach the frothy stage. The egg whites should be beaten to the right consistency before adding the syrup, or the meringue will become watery. The syrup should be added one tablespoon at a time so that it will be completely dissolved. Add two tablespoons syrup for each egg white. This will give the best texture and flavor.

Add salt.

Start adding syrup 1 T. at a time.

The pie filling should be cool before spreading the meringue — eliminating refrigeration — and we should be especially careful to spread the meringue to the edge of the crust, forming a seal between the meringue and the pie, thus preventing the cooked meringue from weeping and shrinking. If the meringue is piled a little higher around the edges, the seal will be more complete. We use spoons to swirl the meringue in loops and curlicues, which make it brown tipped and beautiful. Now the pie is ready to be browned in the oven. A slow oven tends to dry the meringue, therefore affecting the cutting quality, and causing considerable shrinkage. A high temperature gives a good color to the product and makes it tender, but since there is more possibility of overcooking, we recommend a 350–400 degree temperature for all general purposes.

Spread meringue on pie.

Set oven control at 350°. Place pie in the oven and set minute minder for 10 minutes.

Potatoes and Carrots

Golden carrots and potatoes — that's our next news flash! They make a tasty, healthful, attractive, and easy-to-prepare dish.

Learning to prepare vegetables to save their health-giving values is one of the important jobs you have as homemakers. With this in mind, the first suggestion I can make concerning vegetable cookery is to prepare the vegetable first before cooking. By that I mean — do not pare, peel, or cut fresh vegetables far in advance of their cooking time. They must not be allowed to stand in the water or remain unpeeled in the refrigerator for any length of time. Much of the food value is destroyed this way. In fact, the more vegetables you can cook with the peelings on, the more food values you can save. When the tiny little carrots are available on the market, cook them with the skins on: the flavor is improved and more of the food value is retained if they are properly cooked. Large, tough carrots should be scraped before cooking. Just scrub the new little carrots with a brush, and cook according to the modern vegetable method. Do the same with potatoes — simmering over a low flame with the skins on retains the essential food values.

Let's be practical and modern in our vegetable cookery and learn to conserve the food values by right cookery methods. It may mean unlearning of old methods in order to apply the new.

Food experts all over the country are sending out communiqués concerning proper cookery of vegetables. Read articles in magazines and accept the newest developments as they are published, but be sure that all information comes from reliable authorities. Nationally recognized women's magazines such as *McCall's*, *Good Housekeeping*, and *Woman's Home Companion* can be accepted as giving authentic information on new methods of cookery. Let us keep in step with new scientific discoveries that will help us in planning and preparing meals.

Add 2/3 c. water to vegetables. Put lid on pan and place on top burner, and turn on full.

We have the carrots and potatoes in our utensil, just prepared by our maid and given to me so that the food value would be retained. To this vegetable combination we are adding two-thirds of a cup of water, using a utensil with a tight-fitting lid to create steam. I'm going to turn the flame on full until the water reaches the boiling point (which takes only a few minutes), then turn the flame to simmer. All types of range burners can be adjusted to a low flame if the burner is clean regardless of age of range. The important thing to remember is that semiwaterless vegetable cookery, which we recommend to you, requires a low flame, and that to maintain water at a simmering temperature we

must turn the flame low. You not only save fuel, but the needed food values that are found in vegetables and are necessary for body growth and health are retained.

"For Fitness" — three vegetables, one yellow or one green, one leafy, and one raw, and one serving of potatoes a day, should be included in each day's menu. Let's keep this in mind. Carrots belong to the Vitamin A family. Potatoes contain some iron and are an excellent source of energy. They are also one of the least expensive foods on the market.

The vegetables will continue to simmer until the minute minder rings, telling us that we should remove them from the flame, that their food values are still intact, and that the foods are cooked and ready to be beaten together with two tablespoons of butter and one-half cup of milk. To vary mashed potatoes add a little parsley or some chopped pimiento for an unusual and zestful note. Try it some time, and I'm quite sure you'll agree with me.

Turn burner to simmer position and set minute minder for 20 minutes.

When Golden Potatoes and Carrots are removed from the range the maid will beat the vegetables and have the dish ready for display.

How's your meat knowledge? A special cookery communiqué on inexpensive meat cuts and methods of preparation has arrived for your information. Do you fail to recognize a flank steak if you see one on the counter, yet always recognize rumps? Well, there's more to knowing meats than being able to recognize steaks and chops. There are many inexpensive cuts of meat that will not only help you budge your budget but will lend variety as well.

Beef Brisket

A Beef Brisket roast has been simmering on the range for three hours, and what was once a less tender cut of meat is now deliciously tender and tasty. It is to be drained so that it may be brushed with egg, sprinkled with crumbs, and browned.

With tongs remove brisket from kettle and place in shallow baking pan.

There's a cut of meat to fit every meal — from family to festive — with no cut having a corner on the proteins that all meats have.

Spread meat with beaten egg.

Beef of good quality has a smooth covering of firm, creamy white fat. The texture of the lean is firm and velvety, and fine in grain. The less expensive cuts have a little coarser texture.

Remember that the most popular cuts are the most expensive; so choose those less often used.

Sprinkle with bread crumbs.

It's not the cut — it's the method of cookery that counts in beef preparation. As far as food value is concerned, the

only practical difference between cuts is in fat content.

Only two basic methods are used in meat cookery. In the first method, dry heat is used for tender cuts. This includes roasting, in which the meat is being surrounded by dry air in the oven, and broiling. In the second method, moist heat is used for the less tender cuts, the meat being surrounded by hot liquid or steam.

Place in 375° oven. Set minute minder for 15 minutes.

Hot liquid or steam and slow cooking, such as is used for this Beef Brisket, are the magic processes that transform the lesser-known cuts of beef into dishes as savory as steak. The beef brisket is now placed into a 375° F. gas oven for 15 minutes to brown.

When brisket comes out of oven——

Be sure to turn off oven so that it will be cool for canning tomatoes.

Who could ask for a more beautifully browned piece of meat? No one would ever guess, when this is served, that it is a budget cut, for it is as tender now as the finest loin roast. The secrets of cooking the less tender cuts of meat are these: low temperature, and long cooking. This onion sauce will add its delicious flavor and tempting brownness to the meat when it is served.

Green Beans

Refer to chart.

Instead of using special garnishes to make the meat appear at its best, why not pile the hot tender green beans around the roast for a color contrast, since they will fit into the day's menu plan as an additional green vegetable, and will combine well with this flavorful beef brisket? Vegetables should be cooked just until they are tender. The best rule that we can use for cooking vegetables is to cook them just as short a time as possible in as little water as possible. In the Servel Electrolux vegetable freshener are stored the beans, all ready for cooking. For best results, they are placed in a pan which has a close-fitting lid (remember, it is not necessary for you to have expensive pans to cook by the semiwaterless method), and one-half inch of hot water is poured over them. A high flame is used until the water comes to the boiling point; then the flame turned to the simmer position, or to the very lowest point. Using a low flame conserves the vitamins in the vegetables and saves gas. If you do an average amount of cooking, you probably use the top burners of your range at least a dozen times a day. Doesn't that make it worth while to know that you can control the burner to get just the right amount of heat? If you make a practice of using the lowest flame for cooking, you can be free from watching the pot, and you can know that you are economical in your use of gas.

Take beans from Electrolux.

Add water. Put on lid and place on range.

Another important rule to observe in cooking vegetables is: never use soda, for it tends to destroy the vitamin con-

tent of vegetables, and does not improve the flavor. If cooked by this semiwaterless method, the color of the beans will remain an attractive green.

Green beans are delicious combined with a mixture of canned tomatoes and chopped cooked onion, or baked with a cheese sauce. A little chopped pimiento can be used with canned green beans for added flavor and color. Still another idea for serving them is to add a smooth mustard sauce for a pleasing contrast in color and flavor. When the beans are half cooked, three tablespoons of salad oil or bacon fat can be added for flavor instead of butter. You see that if you have green beans planted in your garden, or can a large quantity for winter use, you will have to use only a little imagination and originality to concoct dozens of new dishes from them.

To save minerals and vitamins that are dissolved in the water of canned vegetables, cook them this new way. Drain the liquid into a saucepan and boil it down to about one-half to three-fourths of a cup, or until there is approximately one-half inch of water left in the pan. Then heat the vegetable to serving temperature and add the seasoning. This prevents the possible loss of the liquid, because the small amount remaining can be served with the vegetables. These juices may also be saved for vegetable soup.

Now that the water has begun to boil, the flame is turned down to the simmer position, or the very lowest flame, and the minute minder is set for 30 minutes. If these beans were shredded, they would cook in as short a time as 12 minutes. More vitamins are retained, however, if they are cooked in larger pieces.

Turn flame to simmer and set minute minder for 30 minutes.

Broiler Combination

Cooking may be a hobby with you, as it is with so many women. If so, a beautiful dish of food from your kitchen, tasting every bit as good as it looks, is ample reward for the time and effort you have spent to produce it. Or perhaps in your home there are children whose welfare is of first importance. You may not have time to spend on fancy dishes, but you do insist on wholesome, well-cooked food, and if you can prepare it with a minimum of time and effort you are more than satisfied. In either case the range is your partner, capable of helping you to obtain just the results you desire. If your family is at home for every meal, you probably find that it is sometimes difficult to find quick, easy main dishes for lunch and supper — foods that combine economy and ease of preparation. Enlist the help of your broiler, whether the one on your range is underneath the oven or is a separate, high broiler. A quick sand-

Obtain broiler tray from sink.

Preheat broiler pan and compart-

ment. Take cold rack to table. Take steaks, ham and cheese mixture, and mock catfish from Electrolux. Refer to Recipe No. 11. Refer to Recipe No. 14.

wich, especially if it is hot, can be a substantial part of the meal. This communiqué offers several suggestions for broiled sandwiches suitable for luncheon or supper main dishes. Because broiler quickie suggestions of this sort are ones which may be prepared in advance and stored in the Electrolux, I am taking today from the Electrolux gas refrigerator three foods which we are offering as quickie suggestions: first, the steaks for the Barbecued Steak Sandwiches, which have been marinating in barbecue sauce; second, the ham and cheese mixture for the Grilled Ham Sandwiches; and third, the Mock Catfish, which has been molded in a pan and is now ready to be broiled.

The purpose of marinating the steaks is twofold. First, the tomato juice and vinegar tend to break down the tough connective tissues of this inexpensive cube steak; and second, this tart sauce imparts an excellent flavor to the meat. Now the steaks are placed on the broiler rack.

Place patties on the broiler.

Refer to Recipe No. 22.

If your family prefers meat or fish for lunch, serve Broiled Mock Catfish, or Lamb Patties. These are very simply made, combining canned salmon and hominy flakes, as you can see by your recipe sheet. They may be either broiled or fried. Pink salmon is just as nutritious as red salmon, and less expensive. Salt water fish contains iodine, which is necessary for growth and health, and prevents some types of goiter. We have to be especially careful to obtain enough of this important mineral. Salmon is also an inexpensive source of protein, which is needed to build and repair body tissue. Do not entertain any false ideas about the combination of fish and milk, or fish and ice cream, because this combination is not poisonous, but quite healthful. After all, some of the most appetizing fish dishes are the scalloped dishes which combine the two ingredients, fish and milk. This is only one of the numerous food fallacies that have been disproved by scientific food experiments.

A hot casserole dish is always good for luncheon or supper. The old standby, macaroni and cheese, can be changed with the addition of tuna, or sliced, cooked frankfurters. These dishes are delicious served with red cabbage slaw.

Grilled Ham Sandwiches

The mixture for the Grilled Ham Sandwiches is already made and ready to be spread on the toasted bread. The ham and cheese provide body-building protein for the diet. In addition to the protein in cheese, there is a large amount of calcium, which is needed for strong bones and teeth. The tomato soup contains practically no Vitamin C after it is cooked, for this vitamin is very sensitive to heat, but it does impart a delicious flavor to the sandwiches. The

mixture is spread to the edges of the bread, and these sandwiches are also placed on the cold rack.

Toasted Jam Squares

Conservation of fuel is important; so it is wise to use the broiler for more than one thing at a time. Another mealtime favorite is toasted jam squares. Use your favorite jam and spread generously on toasted squares.

Broiled sandwiches can be made in a jiffy: put spread on bread slices that are toasted on one side. Place them in the broiler a few minutes, and — presto! — lunch is almost ready, with the addition of a raw vegetable salad, a beverage, and a simple dessert.

Another way to make full use of the broiler is to place a cooked vegetable under the grid.

Vegetable Salad

Just the thing for a light luncheon or supper is a mixed vegetable salad. Such a salad provides an excellent way to use tiny bits of cooked vegetables that seem too small to serve. A container might be kept in the refrigerator for the purpose of saving bits of vegetables suitable for a salad. A combination all will enjoy is this one: raw cauliflower, spinach, and cooked beets, with Super Salad Dressing. The recipe for this dressing is on your recipe sheet. The ingredients are stored in the Servel gas refrigerator, which keeps raw vegetables crisp and fresh, and gives proper refrigeration for cooked vegetables. The dressing is stored here also.

Refer to Recipe No. 15

Before vegetables are stored in the refrigerator, they should be cleaned of all dirt. Save carrot tops for garnishes, and beet tops for cooking with mustard greens — or cook them alone if you have a sufficient quantity.

Send vegetables to maid to be chopped.

Leafy vegetables should be stored in the vegetable freshener to keep them moist and crisp. Leafy vegetables which are allowed to wilt lose much of their food value. No vegetable should be kept too long after it is purchased, so the latest communiqués on vegetables tell us. The reason is that the longer vegetables are exposed to the air, the more vitamin content will be lost.

No vegetables should be chopped too far in advance. That is the reason that I am having these vegetables chopped right now rather than having had it done several hours ago.

Any salad should be served cold, with all the greens crisp. For this salad, the spinach is cut into pieces small enough to be manageable. Whole lettuce or spinach leaves have no place in a tossed salad. Other interesting combinations of vegetables for salads include shredded cabbage and car-

rots mixed with boiled dressing or mayonnaise; raw spinach mixed with hard cooked eggs, celery, onion, and French dressing; cooked green beans, onion, pimiento, and lettuce; or raw, shredded cabbage, with chopped raw apples and grated cheese. A little later, the possibilities will be increased when tomatoes, cucumbers and other fresh vegetables are plentiful and inexpensive. All green vegetables are good sources of Vitamin A, and raw vegetables contain Vitamin C. This salad provides the raw vegetable, and a leafy vegetable, requirements for health.

Explain need for the two Vitamins (A & C). Point to chart of Daily Food Requirements.

These vegetables are arranged in layers to make an attractive salad: first a layer of spinach; then one of cauliflower; and last, the brilliant red color of the beets. Over this pour a little of this delicious Super Salad Dressing.

Whole Wheat Bread

Refer to Recipe No. 15.

Refer to Recipe No. 16.

Here is a loaf of Whole Wheat Bread, made according to the recipe for "Whole Wheat Bread and Biscuits" on your recipe sheet. Ingredients and methods of making bread have improved so much that bread-making is quicker and easier than ever before. Proofing yeast doughs in the oven can be used to speed up the process, so that making bread need not involve a whole day's work. Proofing by this method is the process of shaping the dough into loaves as soon as it is mixed, putting the pans into the oven, lighting the gas for 1 minute, turning it off, and leaving the door closed for 30 to 45 minutes. Then the gas is relighted, the regulator set, and the bread baked for the proper length of time. This bread can, however, be made by letting it rise in the usual manner if you prefer.

Whole wheat bread contains food elements vital to health. Vitamin B_1 is contained in whole wheat flour, and is necessary for the maintenance of vigor and vitality. If you order white flour, be sure that you obtain "enriched" flour, which contains added vitamins and minerals. Ordinary white flour does not contain these elements as they are lost in the milling process. This whole wheat bread can be made in a morning—or in an afternoon. It is quick to make, and if the directions are followed closely, perfect results will be obtained every time. Another important consideration is the excellent flavor of the bread, and the pleasure you, your family, and friends will have in eating it.

In making this Whole Wheat Bread and Biscuits, you may use lard, Nucoa, or any of the other shortenings here instead of real butter. We used honey for sweetening, but used brown sugar with the yeast. Yeast is a living plant and will feed on the sugar and soften up very quickly in it. Be careful not to add too much flour, for you want to keep

the dough just as soft and light as possible. We used approximately three cups of whole wheat flour. Any fine entire wheat flour that you have may be used for this bread.

Ambrosia Salad

The Ambrosia Salad is an old stand-by dressed up! The gelatin base belongs to the protein family. It is not a pure protein, but it is considered in the family because of its high protein content. It should be included in the diet frequently. Orange juice and lemon juice bring in more Vitamin C. We're going to unmold this salad onto lettuce that has been stored in the Dew-Action vegetable freshener of our Servel refrigerator, and we're using the outside leaves — why? — because it's the outer leaves that contain the most vitamins. They've had the sunshine — so beware — don't be guilty of discarding the outside vitamin-giving leaves. They may not always appear so attractive, but save them to use when you are having a mixed salad, such as the one we've mixed here for you today. Some of you are familiar with this type of ring mold, but just to refresh your memory, I'll tell you that first you grease it with a salad oil before putting in the gelatin mixture. That aids in the removal of the salad. If you'll loosen the edges with a knife, then invert the mold on our "lettuce lined" platter, and fill the back side with water — behold! — our salad slides out as easily as anything. It isn't complete as is — so we're filling the center with fruits that are rich in vitamins. As you know, two fruits should be included in your daily diet and serving them as a salad is an excellent way of reaching the quota for the day. We have some canned fruit (pineapple, cherries), and to this we'll add some fresh fruit — diced apple, skin and all, which add color and vitamins, and orange sections that have been stored, well covered, in our Servel refrigerator. Citrus fruit can be kept and still retain the health-giving vitamins if stored properly — that is, in a glass jar that is tightly sealed.

Refer to Recipe No. 17.

Remove lettuce from Electrolux.

Invert salad mold and pour warm water in back

Remove fruit from Electrolux and pile in center of mold.

This salad does not call for any ingredients not included in an average family's grocery order — yet it has the appearance of an exciting new salad, and, as I've said, is full of vitamins. We suggest serving this with a whipped sour cream dressing (that is whipping sour cream and adding a little mixed mayonnaise to it). It is very tantalizing served on fruits. If you wish a dessert, this salad can be converted into one simply by topping each serving with whipped cream or just a spoonful of sherbet.

Caramel Ice Cream

Are you having a hard time keeping your sugar usage within the amount that has recently been rationed to you?

If so, then you will certainly have use for this delicious recipe, which does not use sugar but does use small caramels as a substitute. Not only is this a good sugar substitute but it's also a very creamy and flavorful dessert with which the ice cream fans in your family will be delighted.

Refer to Recipe No. 18.

Because of the shortage of time I have frozen this ice cream in the freezing unit of the gas refrigerator so that you may see the results. I'm sure you will all agree that the caramels tend to make the texture even more creamy and smooth than your granulated sugar recipes.

Assemble food according to 3 menus for the adequate daily diet. Call attention to foods as they have been assembled for the 3 meals — referring to recipes on sheets so that the audience will get the idea that you have followed your prepared plan for the day.

Returning to our idea of adequate diets and the use of the perfect food — milk, we are getting quite a lot of the daily requirement right here in this unusual ice cream. If you have small children in the family who are hard to coax into drinking milk, then your coaxing days are a thing of the past when you serve ice cream for dessert.

Canning

Many of you women will be canning this spring and summer. Perhaps for some of you this will be a first experience — others have had years of experience — but we thought you all would like a few suggestions for modern oven-canning. It is an easy way and fast because it enables you to process more jars of food at one time, and when hot days roll around we look for the fastest, easiest, most efficient way to can.

Refer to Recipe No. 20.

Today we are going to talk about oven-canning tomatoes. They are an acid food and can be recommended for oven-canning. Tomatoes, rhubarb, sauerkraut, and fruits can be canned in the oven, but we do not recommend oven-canning for nonacid foods (such as peas, corn, beans, and the like).

You should choose jars for canning that have been tempered for heat; glass jars with the name blown into the glass (Kerr, Ball, Atlas) are best. It isn't advisable to use mayonnaise, pickle, or olive jars; in fact any jar that has had a cold product packed in it and has not been tempered for heat should not be reused for anything except pickles or preserves, because it cannot withstand the pressure. Any jar that is nicked or cracked should be discarded. We want to preserve foods, and it is not possible if our jars are not in good condition.

Getting canning equipment ready before preparing food is the first step, and a most important one. The jars should be sterilized. Wash in soap and water, and then boil for at least 15 minutes in clear water before you attempt to use them. After jars are sterilized, turn bottom side up on a clean towel. Have paring knife, spatula, salt, and hot pad holder handy. When this is done, you are ready. The fruits

and vegetables to be canned should be fresh and choice. The next step: be sure the product is clean. Put through several changes of clear water before cutting or breaking the stem or skin. Tomatoes are dipped into boiling water for one minute, then cold-dipped for one minute, then peeled, quartered, and cored. We cold-pack this fruit into our jars, fitting in the wedges as tightly as possible. Tomatoes shrink considerably, but we want to have as full a jar as possible, and with the aid of a spatula we can always manage to get in a few extra wedges. You pack to within one-half inch of the top of the jar. Wipe the top free of seeds and pulp. We dip the self-sealing lid in boiling water, but do not boil it; remove, place on jar, and screw the band firmly over the lid. We wipe off the outside of the jar, for we want it clean and free from moisture. We want an oven with an accurate temperature control and must use a constant 250-degree temperature. You set your temperature control, start counting time when the oven is lighted, and place the jars at least two inches apart to allow circulation of air. A drip pan may be placed in the oven bottom to catch any juice that might boil over. You process the product according to the chart — tomatoes 75 minutes at 250 degrees — and when the cooking time has expired, remove jars immediately from oven, put on cake rack out of a draft, and leave them. Before storing in a dry, cool place for future use, test for seal.

Quarter the peeled tomatoes and pack in jars.

Light oven. Set oven control at 250°.

Place tomatoes on oven rack.

Canning is simple and easy and economical if precautions are followed, but unclean food processed in unsterile jars cannot and will not keep. Tomorrow we'll have our oven-canned tomatoes for you to see.

Popcorn

I'm wondering how many of you have ever watched popcorn pop. Many of us have eaten this tasty kernel popped in a skillet, few in old-fashioned poppers, but today we are going to let you see it pop. We have in this pyrex pan enough melted fat to cover the corn kernels. The fat has been on a low flame because we do not want burned fat: it's indigestible besides distasteful. We're using black kernel popcorn — it's best for flavor and "poppability."

When it begins popping you'll be so excited and fascinated watching the kernels turn into white balls that you will never go back to your old method of popping it. Finding a cover for the utensil is, of course, a necessity.

Remember the pail that was used for strong, clarified fat in the "Old School"? Well, today, because of the threatened fat shortage, it will probably again become a familiar kitchen sight. Drippings saved from bacon, poultry, sausage, and so forth, can be clarified and used. Also excess fat can

be cut from ham, chops, and steaks, put through a food chopper, fried out, strained, and stored in the refrigerator.

Use if you have time while the corn is popping.

Here are several suggestions for the procedure:

1. Measure two cups of mixed drippings into a kettle; slice a potato into the drippings; turn flame on full until fat bubbles; when potato slices are browned pour the drippings through several thicknesses of cheesecloth held in a wire strainer. The potato slices help absorb flavor, odor, and help to clarify fat. When fat is cold, cut off bottom layer and store the fat in the refrigerator.

2. Mixed drippings, light in color, can be clarified by pouring boiling water over and melting them. Put kettle over simmer burner and simmer fat thoroughly; then strain. When cold, lift off top layer of fat from liquid.

3. The two methods can be combined by putting the potato slices into the fat melted in boiling water. This process seems to produce a softer fat, light in color, which can be combined better with other shortenings should you care to do so.

CHAPTER 9

Interesting Devices Suggested by Professional Home Economists

ALL OF THE SUGGESTIONS in this chapter are devices that have been used and found worth while by lecture-demonstrators in the professional field.

Miss Clara Nale and Miss Thelma Wilson, formerly of the Rural Electrification Administration, have worked out an interesting method of showing proportions of minerals and vitamins in foods destroyed by improper cooking. On a display table they place bags made of different colors of cotton material, and labeled Cal., Phos., Iron, C., B., G. It is explained that the quantities of minerals and vitamins represented by the bags are proportional to the quantities of these substances found in various uncooked vegetables, Figure 20. When the vegetables are cooked in a large quantity of water and the pan left uncovered, these important substances are lost. As this statement is made the bags are thrown into a box at the back of the stage leaving smaller bags that were behind the first set. These smaller bags, Figure 21, represent the relative amounts left after improper cooking. During this display the lecturer has an opportunity to stress the proper vegetable cookery necessary to save the minerals and vitamins present before cooking. The actual throwing away of the first bags can be dramatized as much as the individual desires. This presentation has been used by many of the R. E. A. Specialists.

Miss Bernice Strawn, formerly R. E. A. Specialist in the state of Iowa, has found the use of skits of the "Charley McCarthy" type very effective. In making this type of presentation the lecturer must be capable of a very decided change of voice, or there must be another person backstage to supply the second voice. The following is a skit that Miss Strawn worked up for the presentation of the electric refrigerator.

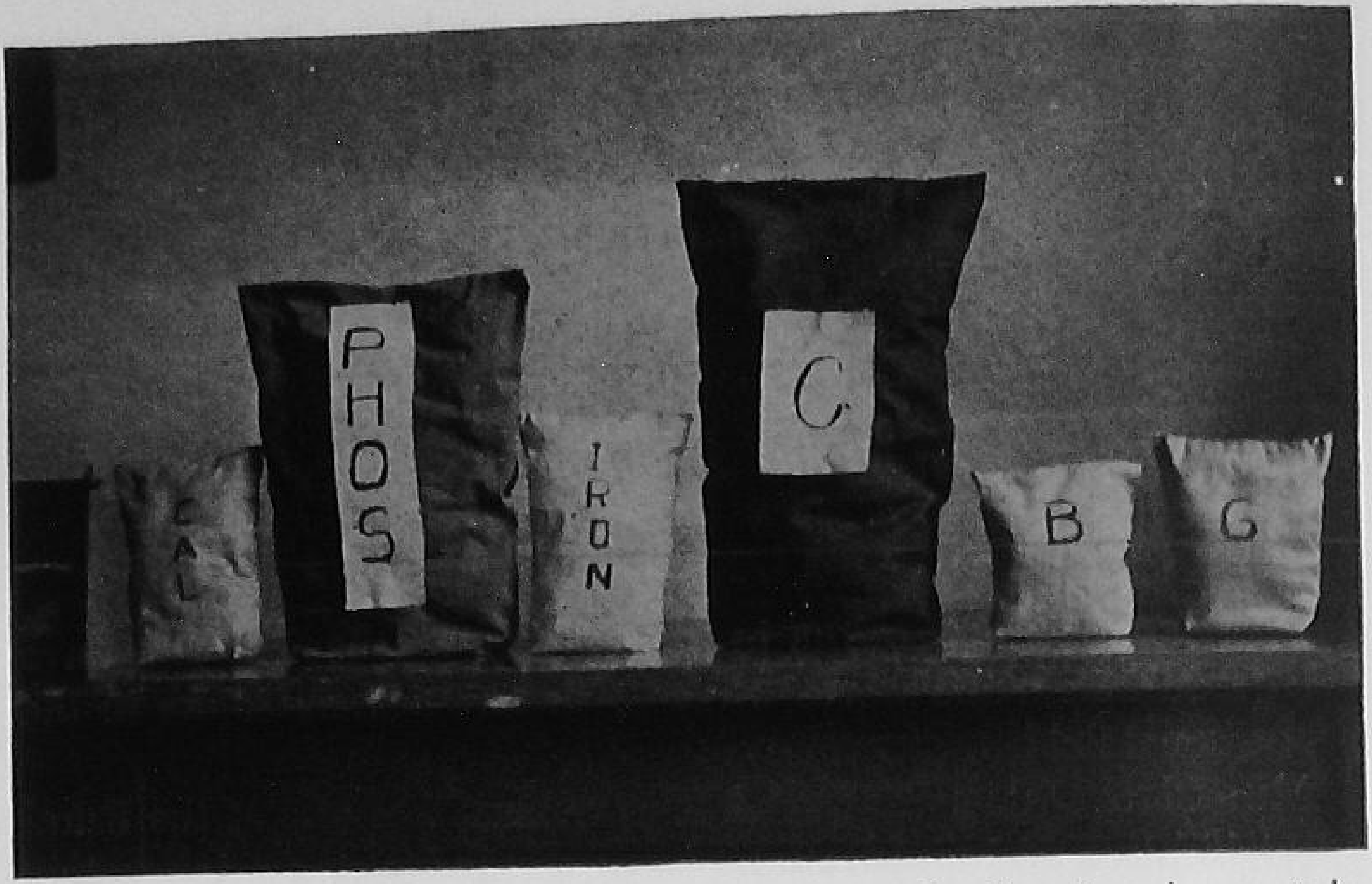


Fig. 20. Relative proportions of minerals and vitamins in certain vegetables before cooking.

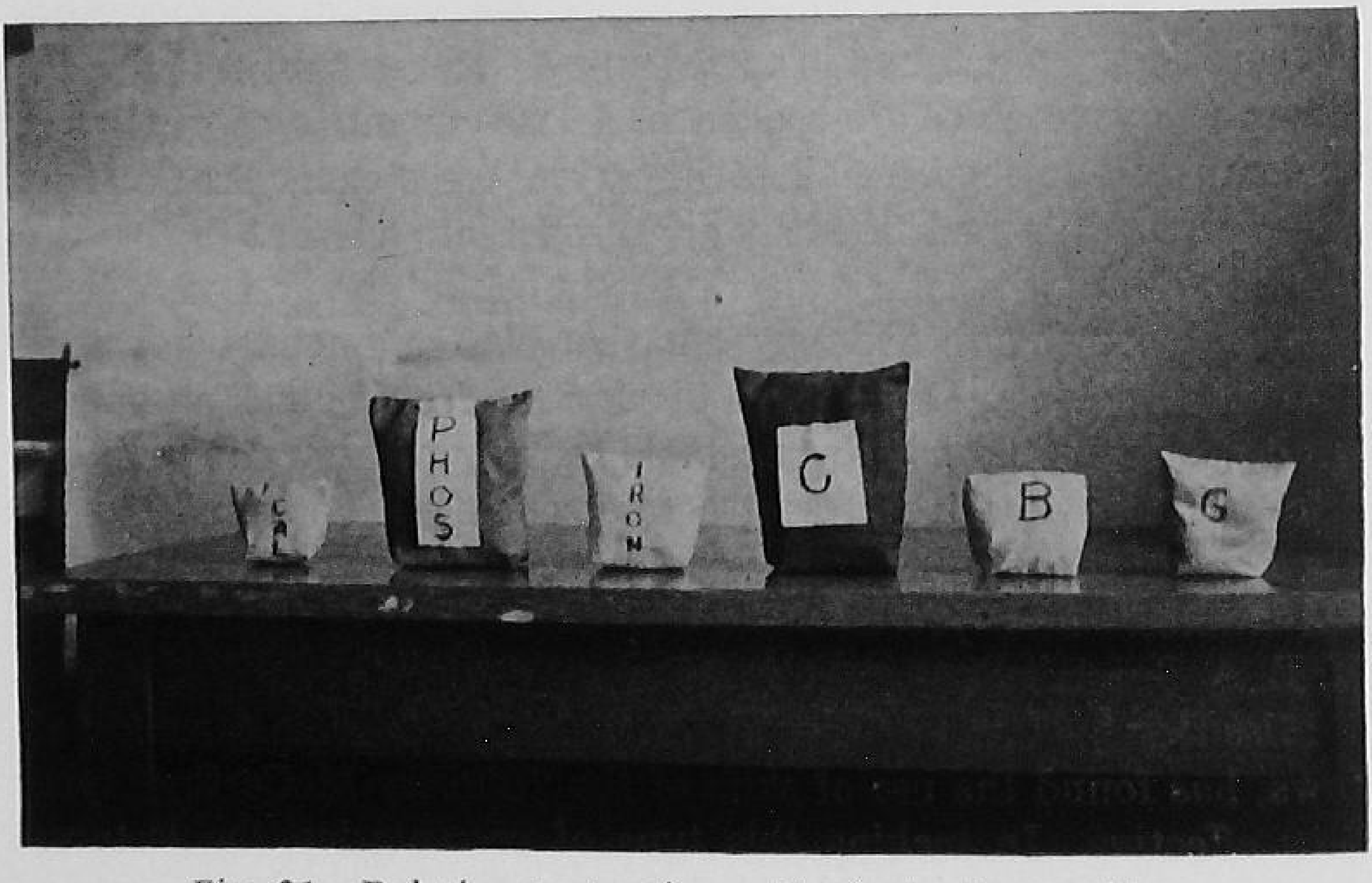


Fig. 21. Relative proportions after improper cooking.

(*A discussion of the refrigerator is being given by the Home Economist.*)

H.E. When you buy an electric refrigerator you want to get one of good, sturdy construction. (Pounds on the door of the refrigerator.)

CHAS. Hey, what's going on? I'll clip ya, I'll mow ya down!

H.E. Someone must be in the refrigerator. Wonder who it can be.

CHAS. (Door is opened cautiously.) Help! Help! I'm frozen. Thaw me out.

H.E. (Takes Charley out and puts him on her knee.) Someone get an electric heating pad quick. Now Charley, explain why you were in the refrigerator. Were the termites after you?

CHAS. Well, you see it was this way: I got in there and went to sleep. You know these new electric refrigerators run so quietly you can hardly hear them. They put me to sleep.

H.E. That still doesn't explain why you were in the refrigerator. Were you eating some of that ice cream I made today? Now tell me the truth or I will take away your allowance.

CHAS. (Aside) Why didn't someone tell me there was ice cream in the refrigerator. What a mistake I made.

H.E. What's that, Charley?

CHAS. Oh nothing. I was sorry I didn't know about the ice cream sooner.

H.E. (Looks to see if ice cream is there and shows it to audience.) No, I guess he didn't eat any.

CHAS. Now you have me too hot. Take away this heating pad and get me an electric fan. I want to see if this R. E. A. electricity will cool me off as well as it heats me up.

H.E. You still haven't told me why you were in the refrigerator. Did you eat some of that salad I made today?

CHAS. (Aside) Don't tell me I missed that too.

H.E. (Shows salad to audience.) You still haven't explained why you were in the refrigerator, Charley.

CHAS. By the way, have you noticed the good-looking girls here in ——— (town)?

H.E. Were you hiding from them?

CHAS. Ahem. I wouldn't do that! (Then decides it might be a good alibi.) Oh yes, that is why I was in the refrigerator. They made my temperature go up so fast I got in the refrigerator to cool off.

H.E. Now Charley, you know that is a fib.

CHAS. Rather warm today, don't you think?

H.E. Charley, you are just trying to change the subject. Explain your actions.

CHAS. I was coming to that. (Aside) Guess I can't think up anything more. I'll have to tell her.

H.E. What's that, Charley?

CHAS. I was saying, it's all Mr. ———'s fault. (Use local name.)

H.E. What could Mr. ——— have to do with it?

CHAS. Well you see, Mr. ——— likes to bet. He's a gambler you know. He builds electric lines for farmers, but he gambles too.

H.E. Please come to the point. You know Mr. ——— is a highly respected citizen here. How can you possibly accuse him of gambling?

CHAS. Well, he made a bet with me. He said that the light in the refrigerator went out when you shut the door. He bet me my week's allowance. So, the only way to settle the bet was to get inside and find out.

H.E. What did you find out about the light?

CHAS. I found out I don't get my allowance. That light really goes out when you shut the door. But I can't figure out why. If that ice cream is still in the refrigerator, I think I might figure out why.

H.E. No you don't. But I am glad you did settle once and for all that the light goes out. I know a lot of people have been worried about that and thought the light would be on all the time.
Your clothes are all damp, Charley. You know these new electric refrigerators are so moist inside to keep the vegetables crisp. It's no place for you. Better run along and take a shower in that new bathroom of yours.

CHAS. Aw shucks. Can't I stay here and talk to these girls?

H.E. Just a minute. Tell these people what you said when you first got electric lights turned on at your farm, Charley.

CHAS. Whoooppeeeee!

Scene: Stage set for appliance demonstration.

Equipment: Large character doll
Electric refrigerator
Electric heating pad
Electric fan
Chair

Many utility and appliance lecture-demonstrators have found it interesting to have men, a salesman or dealer, do some of the cooking to impress the audience with the simplicity. Usually the man, dressed in apron and cap, will do one operation, such as broiling, while the lecturer does the talking. Miss Strawn found it interesting to have a "Men's Cooking Duel." Two men did the actual cooking while she did the talking. The winning cook is chosen by the applause of the audience. This is not only a good way to create audience interest but helps also to familiarize the salesman with the appliances he is selling. He needs to know especially about electric cookery from the homemaker's angle.

The following skit, "Bachelor's Hall," by Margaret S. Larsen and Charles E. Swain, appears to be good material for a demonstration given before a large audience or at a dealer meeting. The script might need minor changes to suit different locales.

"BACHELOR'S HALL"*

Outline for MONARCH Range Skit for Sales Meetings or Public Demonstrations

BY

Margaret S. Larsen and Charles E. Swain

MONARCH HOME SERVICE DEPARTMENT
MALLEABLE IRON RANGE COMPANY
BEAVER DAM, WISCONSIN

Characters

Mr. Sispinsky, bachelor with new electric range.
Miss Place, Home Service representative from local Electric Company.

Equipment

1 MONARCH range (with illuminated dial)
2 1750 watt units
1 1000 watt unit
broiling pan
instruction book
1 table
1 chair
1 1½-qt. pan
2 2½-qt. pans
1 cookie sheet
2 bowls
spatula
fork
measuring spoons
glass and aluminum measuring cups
tablespoon
holders
water pail
6 pounds potatoes
biscuit mix
1 pint milk
6 eggs

Arrange table, chair, and range on platform, or before the audience, so that all can be plainly seen from all parts of the room where audience is to be seated. Working equipment (bowls, spoons, etc.) placed in utility compartment or drawer of range.

Mr. Sispinsky, singing off stage, comes in with hat and coat on. Takes them off and hangs them on the wall without hook, so they drop on floor.

MR. S. Ho, hum. (Sits down at table and cuts potatoes, singing "Bachelor's Hall." Rap at door. Combs hair, looking in bottom of a MONARCH aluminum pan for a mirror. Goes to door and greets Miss Place, not too cordially.)

MISS P. I'm Miss Place from the Electric Utility Company Home Service Department. I understand you are a new user of a MONARCH Electric Range, Mr. Sispinsky.

MR. S. Well, I have one of those things in here, but don't know whether I'm a user or not.

MISS P. What do you mean, not a user? May I come in?

* Reprinted by permission of Monarch Ranges, Beaver Dam, Wisconsin.

MR. S. Sure, come right in. Won't you sit down?

MISS P. Oh, I haven't time to sit down. Haven't you been using your range?

MR. S. It is so slow, I'm having an awful time.

MISS P. You don't mean that electric range over there is slow. (Mr. Sispinsky keeps on cutting potatoes.) Are you having guests for dinner, you have so many potatoes?

MR. S. No, these are just for me — you see the range is so slow I cook enough to last me a week. (putting potatoes in pan and covering them with water)

MISS P. You're not going to cook potatoes like that, with all that water? And why don't you use this faucet and start with hot water?

MR. S. Ain't got hot water.

MISS P. Don't you have a water heater?

MR. S. Nope.

MISS P. You should have an electric water heater. Are you really going to use all that water?

MR. S. Ain't that the way to cook potatoes? You have to have water all the way around the potatoes. I want them cooked all the way around.

MISS P. You don't have to do that on an electric range. Say, will you run a race with me?

MR. S. What kind of a race?

MISS P. Oh, I don't mean run around the block, literally run; I mean cooking potatoes. May I use this other pan?

MR. S. Sure, I think it's clean. (wipes it out with handkerchief)

MISS P. Do you have guests for dinner often?

MR. S. I used to have a lot, but I haven't had so many lately.

MISS P. Let's divide all these potatoes you have peeled. You take half and I'll take half.

MR. S. You aren't pulling any experiments on me, are you? (They divide potatoes.) That's a little more than half. That's swell. (puts a lot of water on his potatoes)

MISS P. Why are you using so much water?

MR. S. I'm just playing safe.

MISS P. I'm going to take one half cup of water. (draws off half cup of water) Do you see that? Just a half cup of water.

MR. S. I've got some water on mine.

MISS P. I'll bet your Mother cooked her potatoes like that.

MR. S. Yup, and what was good enough for her is good enough for me.

MISS P. Yes, and she more than likely kept a teakettle filled with water on her old stove that kept boiling all day long, and when she boiled potatoes, she started them with water from the teakettle so they would get done quicker. You take one unit and I'll take the other. (Both use same size units.)

MR. S. Wait a minute. Let's see if these are hot. (places hand on unit)

MISS P. Have you used them today?

MR. S. Nope.

MISS P. They do hold heat for a long time, but not from one day to the next.

MR. S. Turn mine on the same time you do yours.

MISS P. Let's time this. Have you your watch? Write it down so we will remember when the switch went on.

MR. S. Well (looking at watch) it's just 26 minutes after nine.

MISS P. Now, when my potatoes reach the boiling point, I'm going to turn off the switch. And mine will be done in half the time.

MR. S. Well, I know mine are going to be done.

MISS P. There is no element of doubt in cooking with an electric range.

MR. S. Well, I've got to have eggs. I forgot to buy meat. I was supposed to get some bread, but I forgot that too. Guess I'll have to make some biscuits. (puts eggs in pan and covers them with water)

MISS P. Well, I guess I just came in at the right time. (pours water off eggs)

MR. S. Will water hurt them?

MISS P. No, but are you interested in boiling water or getting your eggs boiled?

MR. S. I like my eggs cooked all the way around. Anyway, they are too expensive to experiment with.

MISS P. Won't you let me cook them for you?

MR. S. To avoid an argument, I might just as well. (sits in chair)

MISS P. This is what we are going to do. (takes kettle from the range; looks into kettle. Sispinsky takes kettle from her and wipes inside with handkerchief)

MR. S. I thought it was dirty.

MISS P. I just wanted all the water out of there, and I wanted you to see that we did it with only 4 teaspoons of water. Have you a teaspoon?

MR. S. (goes to range, pulls out utility drawer and gets spoon)

MISS P. Isn't it nice, having that utility drawer in your range to keep your spoons and knives in?

MR. S. Yup. It keeps the mice off of them.

MISS P. (measuring water) You count.

MR. S. Can't you?

MISS P. Yes, but I want you to remember how many teaspoons of water we used. (They count out 4 teaspoons of water.)

MR. S. (tips up pan to look at water and spills it on floor.) Is that all? Let's see. Just that little bit of water?

MISS P. Now we'll have to do this all over again.

MR. S. (wipes pan with handkerchief again) Is that clean enough?

MISS P. Now you put the water in this time. (Mr. Sispinsky takes pan and starts for water to cover eggs again.) I'm cooking the eggs for you today.

MR. S. Yes, and you are going to pay for them too. Remember, I said boiled eggs, not spoiled eggs.

MISS P. That's all right, you are going to have boiled eggs. Yes, sir.

MR. S. (measures water for eggs) Can you count? How many is that?
MISS P. (counts teaspoons of water) Two, three, four.
MR. S. This will never work.
MISS P. This is going to work; it always does.
MR. S. Don't get water all over my stove.
MISS P. Water isn't really going to hurt it. In fact, more of it would be good for some peoples' ranges. Have you your watch out?
MR. S. Yup, it's 9:30. Put that down too?
MISS P. We are going to have to watch your eggs closely. In fact, we should have waited with those eggs. They will be done before the rest of your dinner. How long does it take to cook your potatoes?
MR. S. Oh, 'bout an hour.
MISS P. We are going to have to watch these eggs carefully because steam will be coming out of that pan in a few minutes. (Mr. Sispinsky gets things ready for biscuits.) How do you like your eggs cooked?
MR. S. Pretty good.
MISS P. I mean, a 3-, 4- or 5-minute egg?
MR. S. Oh, I like a 3-minute egg. I'm going to make some biscuits. (measures biscuit mix)
MISS P. What kind of biscuits are these going to be? Do you always use this kind of biscuit mix?
MR. S. Oh, it's a lot easier. (dumps some biscuit mix and milk in a bowl; has too much milk and pours it back in the bottle from the bowl) Got a little too much that time. (beats biscuits and pounds them onto cookie sheet)
MISS P. They always say a gentle touch makes good biscuits.
MR. S. They get touched gently, all right.
MISS P. I imagine they are going to be good biscuits. That's a nice cookie sheet you have.
MR. S. Yeah, the fellow down at the power plant told me to get one. I got to hurry with these biscuits before they rise too much. (puts biscuits on cookie sheet) Didn't you ever see biscuits baked before? Never have a failure! (They start toward oven with biscuits.) Oh, I forgot to get that oven ready. It takes me forever to get going with this range.
MISS P. You don't need to heat your oven first, for biscuits.
MR. S. Listen, maybe you can cook potatoes and eggs without water, but don't tell me you can bake biscuits without heat.
MISS P. Not without heat, but without preheating your oven. How do you like your biscuits; dark brown, medium light, or how?
MR. S. About medium.
MISS P. All right, then set the oven regulator at 400°. If they aren't just the right color for you today, the next time you can set the regulator higher or lower, depending on which you want, lighter or darker biscuits.

MR. S. (feels of oven) It ain't hot yet.

MISS P. Turn your switch to "preheat." You know about that, don't you? It turns the current on in the top and bottom, and when the light goes off, your biscuits will be done.

MR. S. Maybe you know what you're talking about, but I have cooked for years. I cook the way my mother cooked, and what was good enough for her is good enough for me.

MISS P. Mr. Sispinsky, your eggs are boiling; see the steam?

MR. S. Eggs — 9:30 — It's 9:34 right now.

MISS P. Well, that's four minutes.

MR. S. Four minutes is right.

MISS P. Three minutes from now, your eggs are going to be three-minute eggs.

MR. S. Did you turn them off already? They won't be done by the time my biscuits are done.

MISS P. On those MONARCH Units you have, there is so much stored heat.

MR. S. (looking at potatoes) Gol, they are getting hot — so's mine. (lifts up pan of potatoes and looks at unit) See, look how red; I know I've got heat under mine.

MISS P. Mine are steaming.

MR. S. Oh, look at 'em boil now. (looks at her potatoes)

MISS P. Did Mr. ——— tell you how these units are made?

MR. S. Oh, he told me a lot of things. I thought it was a lot of sales baloney and I didn't listen to him.

MISS P. If you had listened to him, and put into practice what he told you, you wouldn't have said this range was slow.

MR. S. Yes, they are all right, but I can't make the stove cook right, that's all.

MISS P. I am sure with just a little bit of judgment on your part, Mr. Sispinsky, which I know you have, it's going to be able to work fine for you. When your mother cooked potatoes like this, she no doubt had a teakettle full of hot water on her stove. She put enough hot water on them to cover.

MR. S. Sure, I've got water on mine, too. They were good potatoes. Maybe the range might make a difference, but I haven't seen these potatoes come out. Bet they will cook on the bottom, just where there is water.

MISS P. What do you do with the water from your potatoes?

MR. S. Once in a while, I put it in soup.

MISS P. Do you use all of it?

MR. S. Well, I don't like that much soup.

MISS P. When you throw this potato water away, you are throwing the best part of your potatoes down the sink, and certainly the sink doesn't need it.

MR. S. How many minutes have we got on those eggs? When did you turn them off?

MISS P. 9:34. Three minutes. You said you wanted a 3-minute egg? There's heat enough left in that unit for a 6-, 7- or 8-minute or a hard-boiled egg, if you should want it.

MR. S. Well, I'll take a 3-minute egg. (burns arm on egg pan; takes egg from pan and hands to her.) That's hot. Maybe you know what you're talking about after all. (breaks egg) Oh, boy, look at that! It's a perfect 3-minute egg. Boy, that looks good! I believe I'll eat some of it. Say, those taste like eggs. Look at that, it looks just right!

MISS P. They always look that way. They can't very well taste like anything but eggs.

MR. S. Those are swell.

MISS P. They really look delicious.

MR. S. Won't you have one?

MISS P. No, thank you. I had breakfast just a short time ago. (They look at potatoes.)

MR. S. Somebody's potatoes are steaming.

MISS P. Mine! Look at that, do you see?

MR. S. Mine ain't steaming, but I'll bet they're cooking. (lifts pan and looks under. Holds hand in potatoes.) There's some heat under there.

MISS P. Let's check it. It's 25 minutes to, by your watch, and the current is turned off.

MR. S. (keeps looking in his pan) That's nine minutes, ain't it? Yours ain't done yet, either. I'll come in a close second, I bet you.

MISS P. Why be second or third when you can be first?

MR. S. (picks up broiler rack) One thing I want to ask you, what in the dickens is this foot scraper thing?

MISS P. Foot scraper? This is the rack — your broiler pan and rack. (picks up both pieces)

MR. S. Oh, I thought that was a cookie sheet. I tried biscuits on it once.

MISS P. Didn't they burn?

MR. S. I'll say they did. You can't cook biscuits on it. They were burned on the bottom.

MISS P. I'll bet they were. They should have burned. This is a granite pan; a heavy pan, and it holds heat. This is a broiling pan.

MR. S. What do you mean, broil?

MISS P. Have you read your instruction book?

MR. S. Yes, I read it three or four times; that doesn't say anything about broiling.

MISS P. It doesn't say anything about broiling? Where is your instruction book?

MR. S. It's right in there. (points to utility drawer)

MISS P. It's just about in the middle of your book.

MR. S. I think I'm going to get some steam on my potatoes pretty soon.

MISS P. That's certainly going to be mighty fine, isn't it? (explains about broiling)

MR. S. (looks in potato pan) Hey, look. I got some smoke over here. Now I can turn it to medium.

MISS P. Getting back to the broiling subject. Have you tried it?

MR. S. Yeh, got smoke all over the house. Some broiler!

MISS P. You didn't read your book. Tell me now what you did. Did you turn your switch to "broil"? When the unit was hot, did you put your steak three inches from the unit? Did you cook it first on one side and then the other — and did you leave the door open during the entire broiling operation?

MR. S. Sure. Had to open all the doors and windows.

MISS P. No, no! Did you leave the oven door open?

MR. S. Does it say that there? How do you suppose I missed that? It says it right there, doesn't it?

MISS P. I can't imagine.

MR. S. Is that what made it smoke?

MISS P. Certainly. I'm surprised that it didn't spatter your oven.

MR. S. It did. It took me a whole day to clean it.

MISS P. Maybe you can read this booklet over and find some other useful suggestions that you have missed.

MR. S. I think I know pretty much about it. We'll put it back where it belongs. I can read all right, but I guess I missed some of it.

MISS P. But maybe you could get some good suggestions from it that I haven't given you.

MR. S. I don't believe in taking suggestions. I got to see things done before I believe them.

MISS P. We're all apt to do that. Have you got your vegetables cooked for dinner yet?

MR. S. Cooking beans and peas without water, that's bunk.

MISS P. No, it isn't bunk. Do you have any carrots or peas here today?

MR. S. No, I haven't got any today, but I'll get some, some day. Some night I'll tell you what I'll do. I'll get a steak and call you up and you come out and show me how to broil it, and we'll have dinner together.

MISS P. All right, I'll be glad to come out. I'll ask Mr. (local manager of power company). He can bring me out some time after work.

MR. S. Aw, does he have to come along too?

MISS P. He's my boss, you know. (Potatoes boil over.)

MR. S. Oh look, mine's boiling. (points to potatoes) Now I can turn it to "low." Well, when it boils over, I know it is cooking, but you don't know whether yours are or not. Just look at that. (takes cover off) You don't dare do that with yours. I know mine are going to be done. I can smell something burning. I think yours are burning. That's what it is.

MISS P. Oh no! That is all the broken-off pieces of potatoes in your water that is boiling over and burning, that you smell, and look at what you're losing. You're just lucky you bought a MONARCH, because with its good, strong surface units all your boil-overs won't affect it.

MR. S. That's all right. I had enough so it didn't make any difference if I lose a few of them.

MISS P. You paid good money for them, didn't you? Why waste it this way?

MR. S. Sure. How much more time do you have to have on that? (burns his hand on the egg unit)

MISS P. Did Mr. ——— tell you how to lift these units to clean them when food has spilled or boiled over?

MR. S. Yeh, he showed me how to do that.

MISS P. You see how long that unit stays hot, and you can use that stored heat to cook on. Did I tell you where the drip pan is?

MR. S. Drip pan? I never saw one.

MISS P. (pulls out the drip pan) Look at all the water in there.

MR. S. Well, I'll be darned. He didn't show that to me. How long has that water been in there? I didn't know it was there.

MISS P. If you've always cooked the way you are doing today, it's been there since the day you got the range. Look! Your oven light is out.

MR. S. (takes biscuits from the oven) Oh, boy. Are these swell! They're hot too. Look at that.

MISS P. They look pretty good.

MR. S. Look at that, ain't they pretty?

MISS P. They surely are.

MR. S. Do you want to taste one?

MISS P. No, thank you, save them for your dinner.

MR. S. Look at 'em. They all look alike, don't they? Boy, even the bottoms are all alike.

MISS P. And you baked them without preheating your oven.

MR. S. Yep, I didn't think it could be done, though.

MISS P. Now you can turn this off. The oven switch, I mean.

MR. S. (looks at potatoes) Mine's still boiling. Got to keep those things boiling. (figures time on biscuits and potatoes, also cost) I had the same amount of potatoes you did, but I got a lot of water. Cost me twice as much as it did you. One half cent it cost you. Do you mean to tell me I could boil potatoes every day of the week, and it would cost me only 15 cents per month?

MISS P. That's right.

MR. S. Cost one-fifth of a cent to boil eggs. Just one cent for all five days. Looks like you know what you're talking about at that. They are swell. Never tasted a better egg in my life. Suppose 12 fellows came in and they each wanted an egg, then what? I sometimes have 12 for a meal.

MISS P. You can increase the water. Use 12 eggs. Use two more teaspoons of water. You can cook them just the same way.

MR. S. How many minutes did you say you wanted your potatoes to be on? I think mine are pretty nearly done.

MISS P. I don't think yours can be done. They can't possibly be.

Mr. S. (tests potatoes with fork) Not quite. They are getting done, though, that's one thing I know. I can turn mine off now — they are still cooking. That's steam for you.

Miss P. Mr. Sispinsky, haven't mine been on for one half hour?

Mr. S. 15 minutes since you turned them off.

Miss P. I'll show you the boiled potatoes that are really potatoes.

Mr. S. You'll show me the *spoiled* potatoes. (burns fingers on pan)

Miss P. You can break them up, they are so well done. Take your fork like this.

Mr. S. What do you know about that? Look at there.

Miss P. I want to show you something else. I want you to see the water that comes off these. How much did we put on?

Mr. S. One half cup of water. (She drains potatoes in measuring cup.) They leaked, huh? You nearly got more water than you had when you started. You can brag about that if you want to.

Miss P. When are yours going to be done?

Mr. S. I am sick and tired waiting for them. You brag about that water, now I'll show you something. I've got some water here too. Now look how much I have. (drains potatoes in large bowl) They leaked, I guess. (turns off some more water) Is there more in here yet?

Miss P. This potato water has the best part of the potatoes in it. Just look at your potatoes, they're not done. The sides of them are beginning to break off. Just put your fork through them. I'll bet they're as hard as they can be. You can't break yours like I can break mine. Yours are water soaked.

Mr. S. Now, they do look kind of drownded, don't they? Yours are nice and dry. Boy, they are swell, too! (tastes them)

Miss P. These potatoes have everything in them that they should have.

Mr. S. I give up. I guess you know what you are talking about. Maybe I have been going wrong all the time.

Miss P. I'll bet you have.

Mr. S. Here I have been taking a lot of time doing my cooking, and time means a lot to me. I have been wasting a lot of potatoes, and money means a lot to me.

Miss P. I'm glad you thought of that because if you hadn't said that, I might have. It looks as if the poor range got the blame for it all. Are you busy right now? I have a picture with me that I would like to show you.

Mr. S. No, I got a lot of time right now.

Miss P. Could we go into the living room and use one of your floor plugs for the movie machine?

Mr. S. Sure, you bet you.

Slide film is shown: "Bride Without a Past."

The Home Economists of Edison General Electric Appliance Company found that the following two recipes appealed to homemakers. The first gives directions for making a standard cake batter

in an electric mixer with hard butter just out of the refrigerator. The use of the minute minder for each two-minute mixing period is effective, since the average homemaker has no idea how long two minutes is when she is mixing ingredients.

STANDARD CAKE BATTER

Three Step Mixer Method

½ cup butter	2 cups pastry flour
1 cup sugar	2 teaspoons baking powder
2 eggs	1 teaspoon vanilla
⅔ cup milk	¼ teaspoon salt

1. To mixer bowl add butter, flour sifted with salt and baking powder, and sugar. Mix 2 minutes on low speed.
2. Add eggs and 2 to 4 tablespoons milk. Mix 2 minutes on medium speed.
3. Add vanilla to remaining milk. Gradually add to mixture, using low speed. Mix on medium or high speed until smooth. About 2 minutes.

QUICK PIE CRUST

2 cups flour	⅔ cup shortening
½ teaspoon salt	¼ teaspoon baking powder

½ cup ice water

1. Have pastry canvas and covered rolling pin ready.
2. To mixing bowl add flour, salt, and shortening.
3. Chop shortening slightly, leaving in pieces about size of beans.
4. Add water gradually; stir but do *not* mix thoroughly.
5. Turn out on canvas. Regardless of appearance, push into a mound with spatula.
6. Place rolling pin on mound and roll. Fold dough by lifting canvas edges, bringing ingredients to center.
7. Continue rolling (about three folding operations bring dough to finished appearance).
8. Place on pan and bake.

Miss Agnes Reasor, formerly Home Economist for Swift and Company, Chicago, had an interesting way of telling part of the vitamin story. She used a four-inch high rack to support three test tubes. The rack, covered with black velvet, extended up higher than the tubes, so that it made a good background. On this back was the caption, "Did You Ever See a Vitamin?" The tubes contained Riboflavin, Thiamin and Niacin, and each was labeled. As each tube was held up for the audience to see, the story of that particular vitamin was told. In this way the audience realized that vitamins are definite substances.

Miss Reasor also suggested an attractive method of display. When foods prepared in the demonstration were ones that Swift and Company was advertising as specials for the month, a picture of that advertisement was placed back of the food. The fact that the prepared food and the picture were the same convinced the members of the audience that they too could prepare food that looked as good as the picture.

Miss Jane Roberts, of Roberts and Manders Stove Company, Hatboro, Pennsylvania, used cards 20 × 25 inches, on each of which was printed a brief statement of a point to be featured. These cards were made to stand on the table or on the platform.

A plan, perhaps a little unusual, was suggested by Miss Ruth Weld of the New York State Electric and Gas Corp., Binghamton, New York. After the presentation Miss Weld told the audience that she would like to have their impressions of the demonstration. Cards were passed out in the audience, and each one was asked to write briefly, using not more than twenty-five words, what she had gained from the demonstration. These statements were then checked and a small prize given for the best one. Of course this would have to be limited to a small group since it would take too much time if there were a large number of cards to check.

Such interest-arousing devices may be used by the lecture-demonstrator to add variety and color to the presentation.

CHAPTER 10

Suggestions for Conducting Demonstration Classes

THE AVERAGE demonstration student has had very little opportunity to observe foods and equipment demonstrations; so her ability to appraise critically the demonstrator's personal qualifications and abilities is limited. To help the students know what to look for in other demonstrators, and what to strive toward in their own demonstrations, a sample demonstration should be given by the instructor.

Miss Joan Rock of Pratt Institute makes the following suggestions as an approach to the solution of this problem:

1. An uninterrupted 1½ hour lecture-demonstration, followed by a discussion period.
2. A short period demonstration, which would normally be given in an uninterrupted 45–60 minute period, with each step explained as the demonstration proceeds.
3. A 30 minute demonstration given without questions or interruptions, then repeated in part with a detailed analysis of step-by-step procedure or a comprehensive blackboard analysis followed by a question and discussion period.

The size, caliber, and previous experience of the class will determine which method of presentation is best for the first observation lesson, and how many observation lessons will be necessary before the class is ready to start individual work as demonstrators.

The use of good available commercial lecture-demonstrators is highly recommended as a means of helping the beginning student set up standards. If possible, the instructor should plan a complete schedule before the class is started; a discussion of points to be observed for each type of demonstration can precede each guest appearance.

Two procedures can be followed for the appearance of commercial lecture-demonstrators before a class:

1. Have all of the guests appear, each presenting a different type of demonstration, *before* the students begin their demonstrations; or
2. Intersperse the commercial with the class demonstrations.

Since it is recognized that the student cannot attain perfection as a lecture-demonstrator in the time allowed in a twelve or eighteen weeks' course, the instructor must decide whether it is best to have more examples of what should be done, or more student participation. In either case the student should be shown what constitutes a good lecture-demonstration before she attempts one.

The following suggestions were also made by Miss Joan Rock for the method of procedure for student participation in the demonstration class:

1. Each student plans her demonstration, then comes for a conference with the instructor.
2. Receives criticisms and suggestions, then hands in market and equipment order.
3. Selects and "trains" her own assistant.
4. Gives demonstration before audience.
5. Receives brief class criticism of outstanding good and bad points.
6. Receives personal and comprehensive criticism from instructor.

The outline on page 123 is an example of what is used for the demonstration class at Virginia Polytechnic Institute to provide a permanent record of each demonstration. This form, completely filled out, is given to the instructor after the first conference. It appears to be adequate as a type of permanent record for each demonstration.

Where time and the size of the class permit as many as three demonstrations by each student, the writer would like to suggest the use of the same piece of major equipment for all three demonstrations. The suggestion is made after asking the opinion of several home economists and having it tried in the demonstration class at Iowa State College. The plan is to have the student conduct fifteen, thirty, and sixty minute demonstrations using the same piece of major equipment, each time presenting additional features with the introduction of more foods and perhaps small appliances. For example, in using the electric range the following plan could be followed:

15 minute demonstration:

1. Use and discuss surface units.
2. Discuss deep well cooker with the promise to use it later.
3. Summarize advantages of electric cookery.

30 minute demonstration:

1. Use and discuss surface units.
2. Use and discuss oven.
3. Discuss such features as automatic timer, warmer, and overall construction.
4. Summarize advantages of electric cookery.

60 minute demonstration:

1. Use and discuss surface units.
2. Prepare complete oven meal.
3. Prepare complete cooker meal.
4. Discuss broiling and all features of the range.
5. Summarize advantages of electric cookery.

The writer feels that the gradual build-up to an hour demonstration with one major appliance will make for better learning processes and better presentation. Since the first prerequisite of a good lecture-demonstration is a thorough knowledge of the subject, this procedure definitely helps on that point. As the student familiarizes herself with the features of the appliance, she will have more self-assurance, and the presentation will be smoother.

Time permitted the trial of this plan in the demonstration class during only one term, but both the instructor and students agreed that it was a good approach to the problem. The students felt that they gave a better demonstration the third time because they had a feeling of security in knowing exactly what the appliance would do. As a result they were not so tense and found themselves able to concentrate more easily on the lecture part of the presentation. It is then easy to transfer this learning to other appliances.

Two methods of student scoring as a basis for criticism of the demonstration are given here. The first is a detailed checklist as a means of obtaining a high, medium, or low score for each demonstration from each student. If the students can see the value of checking each other accurately and without prejudice, the criticism received should help the student to do a better job next time. This list, pages 124–126, was developed under the direction of Miss Clara M. Brown, Home Economics Division, University of Minnesota. If the instructor and students prefer, the one doing the checking may omit her name. This plan may prevent any ill feeling and increase the value of the criticism.

The second chart, page 127, is a simplified Score Card used by Miss Janet Cameron at Virginia Polytechnic Institute. It covers

most of the points suggested in the checklist and the student is scored according to the numerical value given to each point.

The writer suggests the use of some record of scoring to be kept for each student in each demonstration, this record then to be used as a basis for criticism.

DEMONSTRATION OUTLINE

Name of Student Demonstrator ______________________

Name of Assistant ______________________

Purpose of demonstration:

Length of time it takes: ____________

Dishes to prepare: 1.
2.
3.
4.
5.
6.

Work to be done ahead of time:

LIST OF SUPPLIES NEEDED:	LIST OF EQUIPMENT NEEDED:

Demonstrator ______________

Date ______________

CHECKLIST FOR DEMONSTRATIONS

	1	2	3	4	5	Score
1. GROOMING	Uniform and shoes slovenly in appearance		Uniform and shoes frequently untidy; careless in appearance		Uniform and shoes neat, clean, and well fitted	(1)
2.	Hair, hands, and nails unkempt		Evidence of grooming done hurriedly or omitted in part		Hair tidy, hands and fingernails clean and well manicured	(2)
3.	Cosmetics poorly chosen; give artificial effect		Little consideration given to choice and application of cosmetics		Cosmetics well chosen; applied becomingly and in moderation	(3)
4. POSTURE	Posture awkward; slumped in appearance		Carriage too stiff or too relaxed, resulting in faulty posture		Posture erect but not tense; appearance of ease and poise	(4)
5. PREPARATION BEFORE AUDIENCE ARRIVES	Food, supplies, and equipment not made ready for use before demonstration		Preliminary preparation of some foods, supplies, or equipment overlooked		All food, supplies, and equipment made ready for use before demonstration	(5)
6. USE OF TIME AND EFFORT	Inefficient use of time due to lack of preliminary planning; time consuming methods used		Time wasted because of poor plans or methods		Efficient use of time, good preliminary plan developed, and good methods used	(6)
7. MANIPULATIVE SKILL	Works slowly; awkward manipulation		Works with average speed; manipulation lacks skill		Works quickly; dexterous manipulation	(7)

8. Neatness of Working Area	Working area in confusion; supplies, utensils, and equipment in disorder	Working area in some confusion, but space made when needed	Orderly working area with minimum number of dishes used	(8)
9. Care of Soiled Utensils	Waste products from food preparations remain on working area; soiled dishes not stacked	Some waste products left on working area; attempt made to stack soiled dishes	Removal of waste products from working area; soiled dishes stacked	(9)
10. Organization and Presentation of Material	Poorly organized; inadequate explanation of procedure during demonstration	Explanation fairly well organized, but inadequate	Adequate explanation of each step during demonstration; presented in well-organized manner	(10)
11. Knowledge of Subject	Lacks knowledge of principles underlying product being demonstrated	Possesses some knowledge of principles underlying product being demonstrated	Has thorough knowledge of principles underlying product being demonstrated	(11)
12. Diction	Has difficulty in expressing ideas	Expresses ideas fairly well, generally using good English	Has good command of English	(12)
13. Voice	Voice is disagreeable or difficult to understand	Voice is fairly pleasing and distinct	Voice is pleasing and easily understood	(13)
14. Poise	Ill at ease; worried; has nervous manners; unable to carry on a conversation	Reasonably self-contained; upset by unexpected situations; converses fairly well	Apparently at ease, self-possessed, and gracious; converses easily	(14)

CHECKLIST FOR DEMONSTRATIONS *(Continued)*

15. Ability to Hold Interest of Audience	Audience bored	Audience moderately interested	Holds attention of group throughout demonstration	(15)
16. Sanitary Habits	Dips fingers into food; handles handkerchief or kitchen linen carelessly	Washes hands frequently; seldom handles handkerchief carelessly or misuses linen	Never touches food unless hands are clean	(16)
17. Conclusion	No conclusions of demonstration drawn; no summary given	Indefinite conclusions drawn; no summary given	Definite conclusions drawn; good summary of demonstration presented	(17)

Total ____

(To find average divide by number of points checked)

Average ____

Remarks:

Judge ______________________

SCORE CARD FOR JUDGING FOODS DEMONSTRATIONS

Demonstrator		30				
Personal appearance, poise, posture, neatness	10					
Demonstrates so all can hear and see	5					
Self-confidence and enthusiasm	7					
Lack of objectionable mannerisms	3					
Voice pleasant, clear	5					
Demonstration		45				
Subject matter:						
Interesting	5					
Appropriate	5					
Accurate	5					
Unusual	5					
Presentation:						
Appropriate introduction	2					
Adequate preparation ahead	5					
Technique in handling materials and equipment	10					
Keeps within allotted time	2					
Orderly progress throughout	4					
Summarized at end	2					
Results		25				
Was the purpose accomplished?	5					
Were the products creditable?	5					
Were they attractively served?	5					
If any mistakes, were they used to advantage?	5					
Has it stimulated a desire to try the product?	5					
		100				

Comments by Observers:

CHAPTER 11

Personalities and Possibilities in the Demonstration Field

WHAT PART does the lecture-demonstration play in the career of the commercial home economist? The student, in thinking about the future, must bear in mind her adaptability to the varied demands of any commercial job. In the following pages ten representative women in business present their evaluation of the requirements and possibilities necessary for participation in this field.

* * *

Many students who consider entering the field of Home Economics in Business anticipate a position which is, in the main, demonstration work. Actually, demonstrations are but a small part of the activity of departments like our Consumer Service department, which covers such other fields as dietetics, nutrition, quantity cookery, test kitchen work, editorial food copy, photography, radio, motion picture, advertising copy and ideas, educational literature, and new product development. Applicants are seldom chosen for demonstration ability alone.

Esther Latzke.

Whether it plays a major or minor role in department activities, at least one staff member should be able to give a masterly lecture-demonstration. You will note that we prefer the term "lecture-demonstration" since it implies an adequate verbal presentation of facts as well as a dramatic presentation of methods. To achieve desired results, the lecture-

demonstrator must have a pleasant and positive personality which carries over into friendly association with her audience, and at the same time, be in possession of so much basic information that her lecture can give the effect of informal conversation.

Some business organizations are now developing motion pictures based on home economics demonstrations as a means of presenting their service to a wider audience of consumers without the extensive travel and repeated preparations necessary in the old type of demonstrations. The same fundamental problems of planning, dramatizing, and presenting are involved.

In training for a business home economics position, it is wise to include in the elected courses every type of "presentation" course available. Such courses as journalism, public speaking, photography, art, radio, dramatics, advertising, and demonstration technique, are such "presentation" courses. Some of these, added to a sound, basic training in food preparation and nutrition, plus a goodly foundation of health and energy, provide an excellent background for success in the business food field.

ESTHER LATZKE
"MARIE GIFFORD"
Director of Consumer Service
Armour and Company

* * *

No phase of a career in home economics is more important than demonstration. None that I can think of is so rewarding to the demonstrator or so enduring in the memory of consumers.

I like to think of a good demonstration in terms of good drama, as satisfactory as a play when actors and audience are *en rapport*. Since all demonstration is really the effective dramatization of some aspect of living, potential audiences are virtually unlimited. The play is altered, the action differs, the accent changes, but every audience in the world is interested in learning how to make daily living more efficient and more fun. A good demonstration shows them how.

From college group to Army Cooking School, from farm and home audiences in small towns and suburbs to city women's clubs — it would be difficult to say which is most inspiring to a demonstrator. I have always particularly enjoyed demonstration work with young people — 4-H Club groups, college groups, young homemakers

eager to learn new techniques of cookery. Club groups of all sorts, farm women groups, college short courses — these offer a large and enthusiastic year-round market for effective demonstrations. Newspaper and community cooking schools are national institutions today. They offer a rich field for demonstration work.

Marye Dahnke.

Demonstrations before as many and as varied groups as possible, rural and civic, in every section of the nation, addressed to women of the widest possible home-making interests, are a prime essential to the job of a home economist in business. In no other way can she so effectively dramatize the products and services of her company. In no other way, if her demonstrations are memorable, can she acquire such a wide circle of enthusiastic friendships. Last, and no less important, is the fact that in no other way can she so effectively keep her finger on the pulse of the great consuming public. Through the many contacts which she establishes with all sorts of audiences everywhere, she learns what women are thinking, what they want to know, what they want in new products, and how they would like familiar products improved, packaged, and serviced. In turn, the home economist can interpret these consumers' points of view to her company.

As a medium for good public relations, effective education, and the kind of personal inspiration which audiences always give to the speaker who puts imagination as well as skill to work, demonstration is without a peer. From the demonstrator's standpoint, it helps to make a job in home economics more fun, more adventurous, more permanently rewarding in terms of contact and friendship with many human beings everywhere.

MARYE DAHNKE, *Director*
Consumer Service
Kraft Foods Company

* * *

Can you imagine jumping into an automobile and driving off through crowded streets after merely reading a set of driving instructions? No — neither can I! The instruction that is effective is a demonstration. By watching someone else drive, it's easy to fit into the situation and learn the right way.

Margaret Davidson.

For just the same reason, many household routines are best taught through demonstrations. The advantage of a new way to mix a cake, the value of a new appliance, or the better results obtained with a new soap or cleaner are all presented more effectively through demonstration than by any amount of conversation.

Home economists who are skilled in the art of demonstration are fortunate people, because there is a wide field open to them. Hundreds of new products for home use are being developed in laboratories and factories. Fine as these are, they will never serve their purpose until their use-value has been demonstrated to homemakers. It is the home economists with women's interests at heart who can sort out the pertinent facts about these new products and interpret their advantages.

Dexterous, interest-catching demonstrations are an important part of the pattern of selling many home products. This doesn't mean that the home economist herself is responsible for signing up the customer in the sales book. But it does mean that she has the opportunity through a demonstration to display a product and describe it graphically, so that customers are encouraged to make purchases. In a broader sense, these demonstrations, which are designed to stimulate interest, are at the same time a great service to homemakers. The latter have a basis for making a selection after watching someone else use a new item, whether it be a cherry pitter or an electric range.

Every time one of us buys a new hat and tries it on, we ask for — and get — a personalized demonstration. We may look at many models in shop windows and fashion magazines, but the hat we finally buy is selected from those we have tried on. A good demon-

stration of an appliance or of a new food or fashion item is the equivalent of a chance to "try it on." Because this is true, the best demonstrations bring out answers to typical and widespread problems. The effective presentation often goes farther: it uses audience participation wherever possible. Let's consider an example. Women may have heard of automatic dishwashers and wondered just how they operate. But it remains for a demonstration to translate curiosity into real interest. After the homemaker actually places soiled dishes in the appliance and sees that they are cleaned with no effort on her part, there is created a desire to end dishwashing drudgery with an automatic dishwasher.

Demonstrations are important because they acquaint people with new ideas, or teach them better ways to use the facilities at hand. Electric and gas utility companies frequently have home service representatives who visit their customers' homes to show the complete uses of newly purchased appliances. This activity benefits the consumer and at the same time builds good will for the company. Teachers and extension workers regularly rely on demonstrations to present ideas effectively.

The home economist who has a smooth demonstration technique, who knows her subject, and who works out presentations that interest her audience has a talent that will be appreciated. Retail stores, food and appliance manufacturers, schools, and extension service are fields open to home economists who are skilled demonstrators.

MARGARET DAVIDSON, *Director*
Home Economics Division
Edison General Electric Appliance Co.

* * *

Demonstrations are one of the oldest forms of visual education, and one of the most effective. Perhaps this form of imparting information should be called audio-visual education, instead of simply visual. For a demonstration makes at least two impressions: on the sense of vision and on the sense of hearing. If it is a food demonstration, it may also impress the sense of smell. The more senses that are impressed, the more vivid and lasting is the information conveyed.

Because almost all types of information can be visually presented by means of demonstrations, they continue to be as popular as ever. Many demonstrations are, however, costly to present — costly in time, effort, and talent. Consequently, there is some trend toward

making motion pictures of demonstrations and letting these take the place of "live talent." To present demonstrations before the camera requires a high quality of skill as well as a sense of showmanship. These same qualities are essential in any good demonstration, but they take on added importance when the camera makes a permanent record.

Clara Gebhard Snyder.

Although motion pictures are increasingly important as teaching devices, both in and out of schools, there will continue to be a need for young women to present demonstrations. This is true in every field of home economics, despite the fact that in some of these fields demonstrations have not yet been widely used.

The best demonstrations result when skill in doing a job is combined with showmanship and the principles of education. Such demonstrations, when presented by a person with a pleasing personality, a sincere interest in people, and enthusiasm for the job at hand, represent one of the finest and most effective forms of education.

CLARA GEBHARD SNYDER, *Director*
Department of Foods and Nutrition
Wheat Flour Institute

* * *

A demonstration is an excellent method of presenting a message in an interesting and telling manner. Food demonstrations of one type or another have been used successfully by many home economists in presenting a story of food "buymanship," storage technique, preparation, and service.

The home economist with a food company has developed the art of demonstration to a high degree, and the skills and methods she employs show an appreciation of the need for ethical and educational treatment of the subject. This approach is different from that found in most of the demonstration work carried on by non-home economics trained personnel. In fact, the difference is

so great that most home economists in business object to the names "demonstrator" and "demonstrations," preferring to use the professional terms "home economist," and "demonstration lecture," "food presentation," or some other term.

Beth Bailey McLean.

The work of the home economist with a food company has broadened to include many phases other than consumer contact work. However, the consumer contact work will always be a major activity both for the opportunities it affords to carry useful information to the consumer and also for the reason that through consumer contacts the home economist can better evaluate the homemakers' needs and wants. It is for this reason that most home economists prefer an audience of 200 to 300 rather than the large commercial cooking school where straight selling and persuasion are the goal.

The demand for home economics graduates in the commercial food field is increasing. There is no limitation on the scope of this field, other than the vision and ability of the home economist of the future. The need is for young women with a professional attitude toward their work, an earnestness of purpose, the ability to present to their company a better understanding of the homemaker's problems, and the faculty of presenting to the homemakers of the nation a better understanding of "buymanship," storage, use, and service of food products.

BETH BAILEY MCLEAN
Head of Home Economics Division
Swift and Company

* * *

The demonstration is one of the most effective means of interpreting the product to the consumer, either directly or indirectly.

It is a highly significant device because it presents an explanation which makes a strong appeal to the individual's visual-mindedness — it actually *shows* the "how" and "why" of the product.

The demonstration may be a direct link between the manufacturer and the consumer. Or it may be a behind-the-scenes operation incorporated in the sales-training course to familiarize sales personnel with the features and with the proper and efficient operation of the product. In the latter case, its effectiveness and value ultimately reach the consumer, in an indirect but still very forceful way.

Karen Fladoes.

Today there is a greater demand than ever before for trained home economists in the equipment field. With the development of new appliances, improvements in those already established, and advent of new techniques in household operation, home economics job opportunities are expanding rapidly. And there is scarcely a job in this field which does not require some demonstration work, whether it be before individual homemakers, consumer groups, or sales personnel. Whatever the product, the demonstration merits a top place in the sales promotion.

Karen Fladoes, *Director*
Kelvinator Kitchen
Kelvinator Division of Nash-Kelvinator Corp.

* * *

How many people have been kept awake nights by the thought of giving a demonstration or delivering a speech to a professional or lay group? "Nearly everyone" is the answer. Some seasoned performers report that they never completely overcome pre-appearance nervousness but are perfectly at ease after the first couple of sentences. Ease is acquired only through thorough knowledge of the subject, skillful technique, and a sense of the dramatic.

The demonstration method of presentation is valuable because it is a time saver in teaching—and often a money saver—and because it drives home the points through sight and sound, as well as through the printed word if illustrative material is distributed.

But unless done well and interestingly, the whole value of the demonstration may be lost.

The aim of a home economist connected with a food manufacturer is to establish a sympathetic contact with an audience and to leave with the audience a feeling of confidence in her, the firm she represents, its products, and their nutritional value and uses. Unlike the class-room situation, no one is obliged to attend a popular lecture-demonstration. The demonstrator must be able to hold her audience and to give information that is worth the listeners' time and attention. This is achieved by various devices: a story told in the right place to illustrate a point; deft movements, throwing in a question now and then (to startle the sleepy ones!); looking people in the eye. Above all, too technical words should be avoided. Both highly and poorly educated people understand simple terms. One of the leading business home economists says that she can always recognize a demonstrator by the neatness with which she works in private. The training is good for both home and platform appearances. A successful demonstration looks so easy that only the initiated realize the hours behind the specific project, in addition to the years in college, the research on the special subject, and the practice to perfect the technique and to coordinate the information.

Mary I. Barber.

Every teacher needs to be able to give a concise, interesting demonstration. Every woman in the field of home economics in business uses this method of presentation many times a year. Through it she gains poise for the personal contacts she must make. Poise is an integral part of graciousness. Graciousness in business and social situations is an important factor in a successful career.

MARY I. BARBER
Home Economics Department
Kellogg Company

* * *

I have always thought that the woman who can put on a good demonstration is a magician. To be able to reach your audience and hold it while you show them how to use and how to get the most out of, say, an appliance is one of the most difficult tasks in the home economics field. Yet it is of supreme importance to the manufacturer or whomever the home economist happens at that time to be representing.

Elizabeth Woody.

The tie between the manufacturer and the consumer is like a station-to-station telephone call. The manufacturer cannot always personalize his selling message completely — and yet that is his constant aim.

To help him achieve that aim, he relies on the home economist to place his call on a person-to-person basis, direct to the consumer. Thus the contact is personalized. The manufacturer becomes a person — not a thing — to the consumer, and his wares assume a more immediate importance in her mind.

Having established this closer link between manufacturer and consumer, the home economist must then bridge the gap between the manufacturer's problem and the homemaker's.

The appliances our company makes, for instance, are thoroughly tested both in our appliance testrooms and in a number of homes before they are ever put on the market. But they are still the engineering achievements of men who, skilled though they are, can benefit by having their work supplemented by that of the home economist. Otherwise the appliances may not be thoroughly understood and most easily operated by the women who are to use them.

It is the job of the home economist to be the translator. That is, she must translate engineering developments in terms the homemaker can understand, appreciate, and, we hope, applaud.

True, the written word — the carefully drawn up instructions accompanying a product — help to do this job. But there never has been and never will be any explanation so completely effective as a visual one. For if the housewife can see with her own two eyes

how to operate an electric range, she can more easily go home and operate her own electric range.

It is up to the home economist, through her demonstrations, to make this visual educational job effective. If she fumbles with words, if she makes false moves, thus distracting her audience, she has failed. But if she can put her story across clearly and simply and in the shortest possible time, she has accomplished something that no manufacturer ever can do.

ELIZABETH WOODY, *Director*
Consumer Institute
General Electric Co.

* * *

During many years in the business field of home economics, I have interviewed hundreds of students and college graduates who wanted to become business home economists. In many cases, I have found a lack of understanding of the wide application of demonstration techniques, and even a lack of interest which usually goes back to a feeling that the girl does not want to be a "demonstrator." There still seems to exist in the minds of some home-economics girls the concept that demonstration work means only the type of promotion done by a commercial store demonstrator.

Marie Sellers.

I cannot think of a single home economics position in business where at some time the home economist is not called upon to use demonstration techniques. But even if she never has to give an actual platform demonstration, her college practice and experience in demonstration contributes to her poise, to her ability to think on her feet, and to her skill in holding an audience and in handling questions from the floor. In foods, she will use the demonstration method in the experimental kitchens when she presents the results of a test to her home economist associates, or to the advertising or sales manager. If she is

working with equipment, she will use it on the sales floor when showing the advantages of a range or a refrigerator to a customer. In the textile field she will find many situations where the need exists for dramatized style demonstrations.

In the postwar period, manufacturers are looking forward to greatly expanded consumer programs, which will open various new positions to home economics graduates. In many of these, actual demonstration training and ability will be required. The home service departments of the utility companies are employing many new girls. They must demonstrate to the homemaker in the company's auditorium and on home calls. Food companies have been using girls with institutional management training to work in the kitchens of restaurants, hospitals, and schools to demonstrate quantity cookery. More and more department stores have installed or have plans for demonstration auditoriums and are adding home economics graduates to give equipment and food demonstrations. The appliance manufacturers need more trained home economists.

The Red Cross is training its nutritionists for cooking demonstrations. Within large companies, training schools for salesmen are held where the home economist is called on to demonstrate the company products and answer questions. Such classes must be conducted efficiently and by a well-poised person.

Television food demonstrations are on the horizon, and radio men are already scouting for home economists skilled in demonstrating and good to look at for this thrilling new field. Here a good grounding in demonstration techniques will be essential.

The field of business is wide open to the well-groomed, alert young home economist. At every turn she will be grateful to have had a formal training in demonstration techniques.

MARIE SELLERS, *Director*
Consumer Service Department
General Foods Corporation

* * *

A home economist in the appliance field today who is not well trained in demonstration technique is about as helpless as a ship without a rudder because appliances, like ships, are likely to flounder without the help of demonstrations, particularly in the introductory stage. Even the simplest appliance gets a better start when it is presented the demonstration way. How much easier it

is for dealers and consumers to get a complete understanding of an appliance through a demonstration, whether personally presented or presented by means of slides or movies.

Those of us who belong to the group that pioneered in this work realize the importance of demonstrations and the difficulties encountered before adequate training courses were offered and present-day standards established. In the early days, the home economist had to learn how to prepare and give a demonstration the hard way — on the job. Now that the need for such training has been recognized by our leading colleges and universities, the young graduate comes to her job with at least one less hurdle to jump. She still needs experience to perfect her demonstration technique, but the principles and standards that have been established in her college courses help her make progress faster.

Verna L. Miller.

Demonstration techniques apply to all phases of the work, not just a cooking school or a single product presentation. Regardless of whether the work of the home economist is confined to a laboratory or to field contacts, the results of her efforts must contribute directly or indirectly to the selling of household appliances. Her success and happiness in the work depends greatly on her ability to interpret and evaluate the work to be done.

This work may cover a variety of activities: testing and developing recipes, preparing recipe booklets and additional consumer literature, doing research on new food technique such as frozen foods, testing products (studying their use as well as their standards of performance), keeping product information up to date, preparing information for distribution to magazines, conducting training schools, or making contacts with home economists in both educational and commercial work. But she must always be prepared to interpret to the consumer the information she has accumulated in the laboratory, and there is no better way to do this than by means of a demonstration. Sooner or later, then, home economists in the

appliance field must be prepared to give demonstrations or to train demonstrators.

Home service work with gas and electric companies is still the largest field for home economists interested in household equipment, and probably the most direct route to a position with an appliance manufacturer, for manufacturers find that the girl trained in home service work has the right kind of background and experience.

In addition to the foregoing, personal qualifications cannot be overlooked. As stated by Ina S. Lindman in a recent article in the *Journal of Home Economics:* "First of all, she must have good health, for the work is hard. She must know how to make the most of herself from the standpoint of good grooming and suitable clothes. She must have some social poise and ability to talk easily and in a pleasing voice. She must be interested in people and what is going on in the world. A 'sensitive' girl will never succeed in business. She must learn to take, and later to give, criticism in an impersonal manner.

"She needs an alert, inquiring mind, a sense of responsibility toward her work. Most of all, she should have the firm conviction that she really has a 'calling' to enter the business field. Too many are interested merely because it seems glamorous and salaries are reported to be high."

VERNA L. MILLER, *Director*
Home Economics Department
Frigidaire Division
General Motors Corporation

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